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THE LIBRARY JOURNAL

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No. 16

Reading Hobbies

Oscar H. McPherson

Books in the Los Angeles Elementary Schools

Jasmine Britton

Do We Want a Library Science?

Douglas Waples

C. Seymour Thompson

J. Christian Bay

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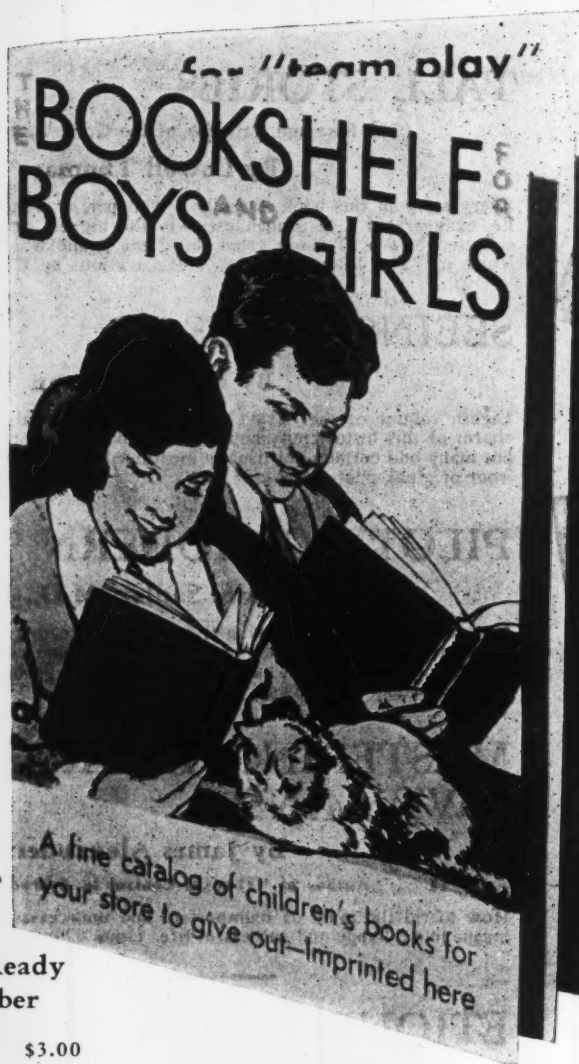
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Forthcoming Issues of THE LIBRARY JOURNAL

✧ Sometimes the librarian and layman completely agree, sometimes they do not, but in the next issue of THE LIBRARY JOURNAL you will see how completely they agree on the question of books for the hundred million. We have been holding the following papers for the October first number: "What the Public Wants," by John Adams Lowe; "The Public Librarian Looks at the Public," by Clarence E. Sherman; and "This Bequest of Wings," by Robert E. Rogers. Mr. Rogers says that "literature is not and cannot possibly be the possession of the hundred million" and when you read the other papers you will see for yourself what librarians think about this. If there is space in this issue, an article on "The Rental Service in the University of California Library," will be printed.

✧ October 15 will be the Book Week number with gleanings from here and there as to how various libraries celebrated the event last year and a leading article by May Lamberton Becker on the reading of young people.

✧ Of course, you want News from all parts of the country about library affairs. We all do. A paragraph about affairs in your library is News to someone else.

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THE LIBRARY JOURNAL



Reading Hobbies

By OSCAR H. McPHERSON

Librarian, Lawrenceville School, Lawrenceville, N. J.

FOR A RINGER from the teaching profession to address the outstanding experts of his new profession on a subject that they know much more about than he, is rather appalling, if one takes sober second thought. Either he is rushing in where angels fear to tread, or the gods are preparing to destroy him, or he is exhibiting, like Catiline, unbridled effrontery. As deliberately as possible, therefore, I shall avoid that same sober second thought, pausing over the word "unbridled" only long enough to observe that it seems a peculiarly appropriate introduction to the reading hobbies that are to gallop in clumsy abandon before you this morning.

But before loosing them I must say that my hesitation in consenting to speak to you today was caused not only by an accurate sense of inadequacy, but by a fear that little that I can tell you will be of any practical use to you. You are almost all employed in public high schools. Your problems are wholly different from those inherent in a boys' boarding-school, Lawrenceville or other "preparatory" school, where every pupil goes to college and via the college entrance examination route. Moreover, such schools generally exclude all who do not satisfy their entrance requirements, moral, scholastic, intellectual. There are many other differences. The boys are with their teachers some thirty-six hours out of every twenty-four. We eat with them, we play

with them, we pray with them, we study with the younger ones by night as by day. We are as responsible for them in body and soul as in mind. We therefore have obviously complete opportunity to mould them. If we and they live through the process, they do conform to their environment. If that environment is such that their conforming to it means that they are being prepared for life, then the school is a real preparatory school. If not, God help the boys and those who come into contact with them.

It was, therefore, my desire to do more toward preparing boys for life that made me consent to what was at first a part-time librarianship whose chief function was to be the development of a taste for voluntary reading. I continued for a few years to teach the English classics in preparation for college some ten periods a week, the while I urged outside of the classroom the reading of books for what is called recreation only, although all reading should lead eventually to the acquisition of ideas, and new ideas must inevitably re-create.

About twenty-five years ago, or just after the close of the nineteenth century, adolescents in general stopped reading the classics of that century for their own entertainment. I was and am convinced that the demise of those classics, so far as the average boy or girl en route to college was concerned, is traceable directly to the college entrance examination boards. Those boards, then made up largely of members of college faculties, composed their own restricted lists of thus

Paper presented before the Junior-Senior High School Group, New Haven Conference.

formally decreed classics. The old technique that was soon to help kill Greek and is now partly responsible for the moribund condition of Latin, had been and was applied to the English classics. That technique has it as an axiom that language, foreign or native, should be taught philologically. Well, for boys and girls of today Scott and Thackeray and Dickens are no more. True, they would have died even if we teachers hadn't chloroformed them in the classroom, because those books are written in an idiom far different from that of today and because this is a tradition-ignoring age. But we undoubtedly hastened their death. Moreover, do most of us read classics in our own "recreational" reading? That is a foolish question, since all the world knows that most librarians may not and do not read. Far too many of us are compelled merely to smell or taste or feel books, so that we may bar those that feel, taste, or smell bad. Yet some librarians have discovered the joys of that most delightful game of all, classic-guessing, the determination of what current books are worthy of eternal life even before said librarians know the choices of the Book-of-the-Month and Literary Guild juries.

But for me, to whom the handling of the college entrance question in the library is a big problem, to give anything of value to those with whom colleges are generally incidental problems of minor importance, is, I'm afraid, all but impossible. The situation makes me think of an experience of an old friend of my youth. He had been a prosperous safe-blower, everywhere respected by the great fraternity of crooks in our home town of Chicago. With no vicious habits, with every hope of being as permanent a success as a crook in Chicago ever is, he spoiled it all by getting religion in a rescue mission and became the poor but honest janitor of the building housing the great newspaper that had delighted to feature his exploits in his former illegal but remunerative and romantic profession. He had, of course, a sense of humor, for he said, "You should have heard and seen me the night I was saved. There was I, who had never touched a drop in my life, telling all about my temptations to a bunch of drunken bums, who, not one of 'em, had ever touched a stick of dynamite or the handle of a drill!" The analogy has so many elements of incompleteness that it can't be called perfect, but it explains much more effectively what I have in mind than can pages of rambling exposition of our comparative situations.

"Of making of many books there is no

end." That disillusioned but beauty-loving old cynic, the author of Ecclesiastes, cannot hear the fervent "Amen" from all of us, or disapprove the much less unanimous but, I devoutly hope, no less fervent "Thank God!" He was no more consistent in making another book than are the editors of new editions of Milton's *Minor Poems* or Macbeth now, since they usually bewail in their prefaces the host of superfluous previous editions. But if some 2500 years before the invention of printing there were so many books for the little kingdom of David that the resulting "much study" (or "reading," as the margin has it) had become "a weariness of the flesh," what of today? Last year about ten thousand titles were published in the United States, and fifteen thousand in the British Isles, a discrepancy that I have been told Edgar Wallace accounts for. It is currently reported that for other peoples who unfortunately know only foreign languages, books in those languages are also available. The answer, of course, is that, despite there being no end to the making of many books, there has been little more than a beginning to the making of readers for them. I wish I could say with whole-hearted belief: hence, libraries and librarians. The rather unpalatable fact is, of course, that always, till recent years, libraries have been collections of books or places to keep them, and librarians, guardians and caretakers and little else. School librarians have been watchdogs, expected to growl if any pupil appeared, and demanding a written permit either for the presence of the youngster or for his borrowing a book.

And so I come at long last to my theme. Let me put in the form of a slogan: Every school librarian a hobby riding-master! She has one of the greatest opportunities to educate ever offered. That statement implies a definition of education. It is that process which enables the individual to live effectively. Drinking from the streams of effectiveness is performed entirely on the desire of the individual. But it is given to us to lead that individual to those streams, possibly even to make him thirsty. If we and other so-called educators are going to save the souls of our children from the blight of standardization that is killing individual initiative, we've got to do just that. Our clothes are standardized, and that is good, save for custom dressmakers and tailors, who are disappearing. Our food is standardized so that the bankrupt farmers begin to see hope in spinach and tomato-juice cocktails. Our means of transportation are standard-

ized. The fewer our babies the more they are standardized, a step no doubt preliminary to a synthetic and hence completely standardized product. Our curricula in public and private schools are becoming more and more standardized. Our methods of measuring mental and moral achievement are so standardized that it will not be long now before achievement itself is standardized. And in this world of the unit and the production belt (or whatever Henry Ford calls it) and the I.Q. and the norm and the various other tools of a more or less spurious efficiency, the individual, yearning for a mind and a soul of his own, would have a sorry time of it were it not for one thing. The American is still, consciously or unconsciously, the worshipper of individualism. And just there is where we librarians come in. The "modern generation" is frequently objurgated for the very thing that is their strength and our greatest security, their resentment of authority for its own sake. At the very time when standardization, in the absence of any Moses, is our golden calf, they hate standardization more than any generation has before. The hope of our tottering world is in them. The last chance to train their habits is in the secondary school. Now, one of these things is going to happen. Either our standard-madened civilization is going to run down a steep place into the sea of evolution and perish like other swinish and unfit civilizations, or it is gradually to wear itself out, or it is to be saved by hobbies. That is to say, that what the adolescents of today learn to do with their leisure will largely decide whether or not the poison of the machine and machine-like methods of living is to kill or be neutralized. A hobby may be defined as what one does in one's leisure time. If our young men are to see visions and our old men are to be able to dream dreams, they must have imaginations. That's what we school librarians are for, to develop and stimulate creative imaginations. That, too, should be the chief function of all teachers of youth.

So let's get down to earth, back to the library, and discuss concrete methods. The subject is so vast that books have been written on each of many phases of it; other books should and will be written. Here we have time only for the sketchiest of summaries. I shall attempt to state a few of the implications of the problem, and hint as to how some of them may be met. Through it all there is no claim to originality or discovery. There is only the desire to testify in an experience meeting. Just, therefore,

as I hold the hobby as the laboratory of the imagination, so I hold the library as the laboratory of the hobby. But I have already said far too much of theories. If, however, we are to encourage reading hobby-riding, we must first, each of us, believe in our job. We must believe that reading is the greatest panacea for the ills of the world; our world, that is, our public. We must know that public, its ills, its tastes, its hobbies, potential and actual. Our first task, is, then, to get the school we serve into the library voluntarily. That is the chief benefit of the library assignment. If we can pique the interest or fire the imagination of the child when he has to come into the library, we've got him. Then we have other methods of coaxing the children in. There are the school publications. Cultivate the new editorial board of each as soon as it is chosen. Get their interest and support early. Discuss your problems with them; show them what you wish to accomplish. Then there's the library club. If you have paid student helpers, try to form a student's voluntary organization, held together by an interest in books. I have seen it done. Shun as you would giving poison the giving of special credits or rewards for reading. You are trying to develop self-motivated initiative. If there's a literary club in your school, try to tie up with it. Get them all together now and then after school, or in the evening, and bring in interesting people from the book-world in your locality to talk to them and eat ice-cream with them. The boys and girls will pay for their own refreshments, or the boys will pay for their own and the girls'. Almost every local lion, large or small, will be glad to roar for nothing. You will also find it easy to gain the cooperation of any local bookseller who is fond of discussing his wares. Book or paper manufacturing, or publishing, or many another occupation or interest may also be drawn from. Individually, such a club can be enormously helpful to you in your job. Although I expect to discuss by itself the problem of book-buying, because it is such a difficult and complicated one, nevertheless, I suggest here the using of your club members as book readers. Such a practice will please them tremendously, and the responsibility is good for them. Unless you are compelled to buy all your books on the recommendations of others, from the lists that come in droves, useful as they are, you can so organize your club as to employ a different member for reading or recommending each of several classes of books. Next year, for example, I shall have in our

Library Club a reader for fine arts and music; another for plays, another for verse, and so on. Encourage from the club and from the whole school the recommending of books for purchase. Many a valuable book has been introduced to me in this way. It is essential that the club be representative of the many varying tastes and interests of the school. Whenever possible, it should be composed of pupils who are both popular and respected. It should be formed as the result of an apparently spontaneous demand from the students themselves. Membership should be both voluntary and competitive. Let the competition consist of the doing of simple tasks in the library, explained by the librarian and demonstrated by her or the old members. After each candidate has had a fair chance to show what he can do, the members choose by vote from the candidates the nucleus of the club for the following year. When school opens in the fall the membership is further recruited in much the same way. That is only one suggested method. We have found it satisfactory. These members will be useful in various other ways. In general, they should take the library to the school, thus supplementing your efforts to bring the school to the library. Other methods of putting these ideas into practice will readily suggest themselves. The possibilities are almost unlimited.

Popular magazines are another kind of honey for attracting your young bear-cubs into your den. Book posters are legion and most useful: the classified posters from library supply houses; posters from publishers on specific books, supplied by dealers; home-made posters. You may increase the circulation of many worth-while books by placing each on a display easel, accompanied by a card on which has been copied the publisher's jacket blurb, or some estimate otherwise obtained. You all know what library atmosphere can do, from experience or from papers published in the library periodicals. Your library may be, like mine, such that the creation of a favorable atmosphere is impossible. Then and always, you should concentrate on encouraging borrowing for home reading. That is the natural way to read, so that you may choose your bed or your couch or, Lincoln-like, your stomach and the floor as the things to lie upon when you read, if you must recline. Encourage buying for your children's own personal libraries. That is done by easy and obvious methods. Volumes could and should be written on cooperation with and from the faculty. Always remember, I am speaking

of voluntary reading, not curricular or assignment reading; and voluntary reading by individuals, not groups. Assembly speakers or people on your lecture and entertainment courses can be of great use also. Billy Phelps, for example. Mr. Phelps, surely, would be insulted if he knew that any Yale man or acquaintance of Yale men called him anything but Billy behind his back. He speaks at what we at Lawrenceville call Conference on a Saturday evening every year. He has a follow-up on this in the pulpit the next morning. This year he spoke on the sea and the literature of the sea, particularly Conrad. Sunday he parenthetically tied up that subject with our headmaster as a master navigator. Since the latter is a hero and a comrade to his boys—well, by noon on Monday I checked up carefully on what had happened and found that Conrad, Melville, Villiers and several others were almost completely out and reserved for weeks ahead. That was early in the spring. There has been a more than normal demand for *Typhoon*, *Victory*, *Youth*, *Nigger of the Narcissus*, ever since, which we in turn have followed up with many other books of the sea. There is, of course, only one Billy Phelps. He has probably made more readers than any one else living. He has performed even greater miracles. He made a Shakespearean lecturer out of a heavy-weight champion boxer. Thornton Wilder owes him much, as does every member of the Elizabethan Club. Rudy Vallee says that his mother and Billy Phelps made him what he is today. In all seriousness I say that that man is what every librarian should be, so miraculously versatile in appeal that he can give living waters to the thirst that from every kind of soul doth rise. Be ever on the alert for these leads and others like them and you can make them tremendously rewarding.

But episodes such as that of Billy Phelps at Lawrenceville are the lucky accidents. The equally fortunate truth is, however, that if you are on the watch for such things you can almost create them to your purpose. Yet even more fundamental is the necessity for a constantly refreshed knowledge of the tastes and interests of your pupils. As your readers register their book choices, classify those choices and readers as carefully as you do your book acquisitions. Sometimes that is difficult. For example, we have a brilliant boy who is a real scholar in his chosen fields. Before he became a good customer in the library I happened to read a paper of his on *Hamlet* in our literary magazine. In defiance of all critics he holds that the to-be-or-

not-to-be soliloquy has nothing to do with suicide, but is the debate with himself of a dreamer in the effort to spur himself, not to willingness to live, but to eagerness to act. One day, soon after, he came in and asked me for a novel. I knew nothing about him and so gave him what I call a key book. It was Priestley's *Good Companions*. He brought it back in two or three days, scornfully thrust it on my desk, and blurted out, "What did you give me that lousy book for?" I told him I had given it to him as a compliment but humbly apologized. I put him down as lacking in human warmth. He asked for books on music, and I showed him the lot and told him to help himself. He took several on the forms of musical composition. A few days later he asked for a life of Beethoven. Schauffler's big two-volume, warm, colorful biography was at hand, and I gave it to him, fully expecting him to find it as verminous as the *Good Companions*. Well, he has read it through three times. He has presented the Library with a copy of the *Sermon on the Mount* printed by himself, the finest bit of printing that I have seen this year. His last exploit of the year was to write for our Lit. a story of a man who tried to commit the perfect murder. I shall have to defer final classification of his reading till next year.

I wish I could develop further this matter of types of reading. It is one of the many, many, fascinating and vital parts of the job, but the suggestion itself is all that I have time or space for. The result of such a study should be that you have ready at all times as many titles as possible for each type of reader, so that when you recognize one of them you can feed him immediately. Then will come the effort to move your checker men nearer and nearer to the king row. Some of them will go, in fiction, like this: Pertwee, Farnol, Walpole, Cather, Galsworthy, Hardy. Sometimes you can work them back to *The Way of All Flesh* or, joy of joys, to George Meredith. Generally, I firmly believe it is best to begin with the present-day literature and go back. That is the logical order, as a rule, but in some fields chronological treatment is no good. In the essay, for example, as in many other fields, it depends on the temperament, the vocabulary, the background, the digestion, any number of other accidents of the reader. In the essay, try Will Rogers as a beginning. Go to Mark Twain's non-fiction; cautiously prescribe S. M. Crothers or E. V. Lucas; with fear and trembling, Charles Lamb; then some from Sir Roger de Coverley *Spectator*,

then Christopher Morley. But don't do any of this unless you know that your patient has that rare thing, an adolescent sense of humor that finds fun not only in seeing folks fall downstairs or stop the flight of custard pies.

Then there is the dull or timid or unorganized or too conscientious young person who insists he hasn't enough time in which to read for what he thinks is amusement. If you are fortunate enough to "contact" him at all, to lure him from the class-room or study hall or the subterranean haunts of those that live in the darkness of mere book-wormery, you've got your job cut out for you. If he is scholastically ambitious there is much hope for immediate reform. He is then presumably intelligent. If you have a local chapter of the secondary school honor society, *Cum Laude*, point out to him the number of his class or that of the year before who are or were good patrons of the library, but don't mention *Cum Laude* if there are none and mention *Cum Laude* to no one but a scholar. Demonstrate to him that "reading maketh a full man," with examples. If the pupil in question isn't a scholar, it is still possible to prove that every bit of reading he does voluntarily and of books that he likes (remember that always—permit no unpalatable reading if you can prevent it) will result in increased facility in all scholastic endeavor and will certainly make life more interesting. Then have him get out his recitation-schedule and arrange with him quite definitely a time every day when he can do at least a little reading. In addition, try to fit to his needs exercises in rapid, accurate, and acquisitive reading. Others you can help by arranging specially constructed reading courses to fit into fields of individual interest. For this and many other ends the splendid A.L.A. *Reading With a Purpose* series is invaluable. Allied to that is training in research in fields of spontaneous interest. Unlimited, that field; limited, your time and energy, a limit that you frequently pass, no doubt. Through all this, perhaps the most useful tool and, I am amazed to find, a frequently ignored one, is the pupil reading card. You all know what it is, a card for each pupil, bearing in the order of borrowing, the author, title date of lending and return of every book taken out by him. Think what it means in checking up on the mental life of that pupil.

And now we come to a vastly important corollary to the study, creation, and development of pupils' book tastes. Indeed it is difficult to avoid putting the cart before the horse, because I can't decide which is cart

and which is horse. It is book selection, and right here I would urge all who have not already done so to read Mr. R. L. Duffus' *Books, Their Place in a Democracy*. It is apropos of almost everything that I have said or shall say. Published a year or so ago by the Houghton Mifflin Company, it is a most informing survey of the whole field of books in this country, their publication, their distribution by booksellers and libraries. We should all feel ourselves compelled to engage in constant and careful search for information about what is happening in the book world. That, too, presupposes an alert awareness of book currents. Why the sudden rise, for example, of the detective story? What are "snob sales," and do they actually exist? If not, why the indubitable improvement in public taste, as proved by the enormous sales of such authors as Thornton Wilder, Willa Cather, Dorothy Canfield, Emil Ludwig and many others, and the falling off of such people as Zane Grey and Harold Bell Wright? In *The Publishers' Weekly* I first learned of the article by Dean Gray, of the College of Education of the University of Chicago, on Permanent Interest in Reading, appearing in the *Journal of the N. E. A.* for last April, a most convincing statement of the value to school children of recreational reading. *The Publishers' Weekly*, I am convinced, should be of almost as much value to the librarian as to the bookseller. Then, passing over the obviously indispensable library periodicals, we have usefully available the best literary reviews, such as *The Saturday Review*, child of Yale and worthy of its parent, *The New York Herald-Tribune Books*; *The Bookman*, the journals of the various book clubs; many others, including publishers' announcements.

Another useful practice, if possible, is frequent and systematic browsing in a local bookshop, with a good deal of consequent buying there, assuming that you get the right discounts. Another custom that should be stimulating to the librarian and even more so to her borrowers is the distributing of her funds through the school year so that she can place on display for circulation as soon as possible a few new books every week. This, I fear, is frequently difficult, to do judging from a form letter I received last month:

To the Librarian:

What are your plans for ordering books for your school library?

The book that makes us think is the book we cannot shut again after we have read one page, because we are entranced by what it says to us; or it is the book we drop on our knee after reading one page because what it says starts us irresistibly questioning, contradicting, or supplementing.—THE ART OF THINKING.

Each year an increasingly large number of schools place their orders before the close of the term, with special instructions as to when they wish their books shipped.

If your school budget is made up, you know now how much you will have to spend for library books. Why not get the matter settled before you go on your vacation and have one less thing to attend to in September?

We will ship the books as you direct, either at once to reach you before school closes, or at the time you set in the late summer or fall.

The enclosed list of new books suitable for high school use will aid you in making your selection. Our usual school discount will apply.

May we not have your order now?

Very truly yours

If this method of book purchase is wished on you, I commiserate with you, and urge you to get the sympathetic ear of your principal or board or committee at once and give that ear an earful. If that principal or committee quotes Emerson at you "Never read any book that is not a year old," again I pity you and hope only that you can convert him or them as soon as possible. Remember that you must be prepared to offer something to everybody from the silk purse to the sow's ear. Remember, too, that while the former cannot be made out of the latter, a very serviceable substitute, something like rayon, can be. Get advice and cooperation from your faculty. Get them to read book "prospects" for you, always confining your choice of readers to those whose judgment and hence whose recommendations you can trust.

It is, collectively, a tremendous task, requiring too, a most expensive education and commanding, as they say, among the lowest salaries in the miserably underpaid teaching profession. Don't tackle it, then, unless for you the job is its own reward. If it isn't, go into an office or business or marriage, or let Ziegfeld glorify you. I used to know pretty intimately a great preacher who made contacts with hundreds of school and college students. In those days there was more of a demand for clergymen than now. To any boy who asked his advice on going into the ministry he would say, "Don't unless you have to; but if you do have to, don't you dare do anything else!" The school librarian's job should be like that. In addition, it's a pioneering job, still, thank God, experimental—its possibilities only dimly revealed through the mists of hopes and visions.

Books in the Los Angeles Elementary Schools

By JASMINE BRITTON
Supervising Librarian

With the Assistance of the Staff of the Los Angeles City School Library

WHEN school opens in September one of the early responsibilities of the principal is to help the new teacher start her work under the most favorable conditions. The School Library relies on the principal's advising the new teacher about books already available in the school and also about the wide variety of other books which may be selected when all the teachers visit the School Library on the date scheduled for their building. This first visit to the School Library is strenuous. There are many different book needs to be provided for at this time, and many other people all intent on obtaining books for their children at the earliest possible moment. Once the teacher has registered for her library card she is equipped to borrow books.

There are numerous sets of supplementary readers as well as geographical and historical sets suitable for the various grades. If she has schemes which she hopes will develop into an activity for her class, books on that subject are to be carefully chosen to stimulate the children's interest and to integrate smoothly with her plan, then in the making. There are

also books to be provided for the children's free reading—books which are not basic references but which give a richer background to history or bring an awareness of beauty in literature; books which are fun; books which are establishing habits of leisure reading—a whole world in miniature for the questing child.

In every elementary classroom there is a table for these books, and book-shelves made by the boys in their sloyd work. Some call the collection "Browsing Table Books," others use the phrase, "Reading for Joy," and make it the most attractive spot in the room. Here the understanding teacher provides for the different abilities and wide tastes of the individual children. For the slow child, books which are a grade easier; for the non-reader, perhaps practical books of modern inventions with many pictures; a volume of whimsical poetry for the quiet girl; and a grandly illustrated book for the delight of someone with clean hands.

Once the school year is well launched and there is a free moment to see what needs to be done next, the traveling librarian looks



Teacher Read Us "Poppy Seed Cakes," Then We Made Them!

over the letters from principals who have book difficulties in their schools, and prepares a schedule of visits. A surprisingly large number are more than an hour's journey away—and a trip to the School Library by the teacher involves, in addition to the time, a sizeable interurban fare. When the traveling librarian arrives at the school, there follows a conference with the principal as to places where book problems have arisen. The school has grown; a new room has opened and needs to be stocked with suitable books. This teacher is discouraged, so a fresh supply of books would bring new interests; another teacher has the children excited over a project on light and candle dipping. Are there any books to help them? They are planning a Thanksgiving program for the whole school—is there a book of plays available?

The wise librarian goes traveling with a few surprises up her sleeve: an armful of new books in shiny covers, one or two for each grade, and something to read aloud; some bright-colored book jackets to post on the bulletin board; a sample copy of a new current affairs magazine, or for the principal, a good article in a recent professional magazine; a pair of book ends and book lists; posters for Book Week or on the care of books. Usually she lunches with the teachers and informally talks to them in a group. Before she leaves, the clerk in the office has a few questions to ask about filing the school deposit cards, routine of charging the books out to the teachers, lost books, or the preparation of the shipping invoices back and forth to the library.

The traveling librarian visits every type of school, from the perfectly equipped demonstration school in the heart of the best residential section, to the crowded foreign schools in industrial districts, and on to classes in the children's hospital. She goes from the little one-teacher school, out in the blazing spaces of San Fernando Valley, to the Japanese fish-village at cool, foggy San Pedro. When she visits the teachers and the children in the classrooms, requests for books come thick and fast—so much so that the next day she does not travel at all. Back she comes to the library, hurrying to take care of the multitudinous reference questions and select the books involved before the delivery truck leaves for that district.

The traveling librarian makes every effort to keep her service to the schools personal, to know the names of the teachers she is working with, to have them know her; and since her visits to the school are of necessity infrequent,

teachers are urged to follow them up with notes, telephone calls, and Saturday morning visits to the library for additional books as they are needed. Teachers from the nearby schools come in frequently to exchange books and to see the new things.

The teacher who works directly with the children is the one who must solve as best she can the problem of finding exactly the right book for her special situation. It may be books for Mexican children who are learning English. It may be an easy book for a child who is slow in developing, and then stepping to another, not too difficult; or it may swing to the other extreme, and be a challenging demand for books for a superior child who is capable of a large amount of advanced reading. The modern teacher needs to be fortified with a generous knowledge of children's books for all ages and on many subjects. This means a continuous process of adding the best of the new books each year.

The factor of interest is the essence of education. It is the response we are forever striving to obtain. The right books rightly placed have a contribution to make toward this end. As we have thoughtfully analyzed the ways to use books in elementary education to the best advantage, we have found that the elementary schools everywhere need first of all many more teachers who themselves enjoy books—who are book conscious. The teacher's attitude toward books is subtly but surely impressed on the children under her. An eagerness for reading can be and should be established way down in the first grade. It can be so beautifully done that it will carry on up through all the grades and out into adult life.

From time to time the Educational Research Division has given us objective scientific studies on the vocabulary difficulty of supplementary text books which were being considered for certain grades but were thought by some teachers to be too difficult, and other titles which were felt to be unnecessarily easy for the grade. The results of these studies served as a determining factor in placing the books wisely and also were valuable in deciding which books to order in the future and which to eliminate.

Another scientific study interesting to us and to the Public Library was recently made on the type of children who have library cards in Los Angeles. In an article entitled, "Children and the Public Library," which appeared in the *Library Quarterly* for April 1931, Alfred Lewerenz says:

"This study took into consideration the intelligence quotient and reading ability of the children; and, while nothing conclusive could be deduced from a

first study and one so limited in size, it revealed a grouping of intelligence and a level of reading comprehensive above normal. The results seemed to indicate that there are large numbers of children in the schools who are slow readers and mentally retarded and who do not use the public library. Briefly this study indicates: first, children who draw children's book are, more often than not, of a superior type, mentally and scholastically; second, many children of subnormal mentality do not make use of the children's section of the public library."

In pondering over this report the School Library realizes seriously its responsibility to the teachers and to the children of the ele-

mentary schools with library rooms. We are watching them with the utmost interest. What the future will hold to be sound educational procedure in the field of books, we do not know.

These library rooms have been secured only after the earnest solicitation of the principal, who foresees the possibilities for enriched reading in a library room where the children may come by classes, for one or more periods a week, to browse about and become acquainted with new book treasures, as well as to secure



The School Browsing Table

mentary schools to provide suitable books—many as easy as possible, until the mechanics of reading is mastered; many as attractive as we can find, in subject matter and form, until the non-reader becomes a reader and the slow reader becomes a better reader—until the foreign child finds reading a delight. Thus, finally, increasing numbers will make use of the Public Library long after school days are over.

Before the children leave the sixth grade for junior high school, there are four objectives which the School Library is trying to realize: first, that children enjoy reading; second, that children have judgment in selecting worthwhile books; third, that children have the ability to use factual books; and fourth, that children have formed the habit of using the Public Library.

In addition to the classroom collections in every school, there are about fifty schools ex-

reference materials pertaining to their social studies.

An extra classroom is converted into a library room; with shelving designed and painted after the modern mode by the boys in the Manual Education classes; with gay chintz curtains at the windows, hanging ferns and a bird in a cage adding cheer, and colorful posters enticing the readers to unexplored fields. Great is the delight of the boys and girls chosen to care for this library room and to distribute books to their "library patrons."

The library room has a book collection varying in size from fifty to five hundred volumes. Both stories and information titles are sent by the School Library for the year. These are often supplemented with a generous yearly order of books from the Parent-Teacher Association. In this way the school is gradually building up a permanent collection. The development of these rooms provides oppor-

tunity for happily reading books in a library atmosphere, and frequently makes over a non-reader into an enthusiastic user of the Public Library. Experience is given the children in the management of a library, shelving, arranging and charging books, and in self-discipline.

Book Week is a time for emphasizing the quality of leisure reading among the children. One of the teachers from each school comes as a Library Representative to the preliminary meeting at which a city-wide plan is presented. One year it was Earn-a-book, another time it was selecting your favorite Book Chum and writing a descriptive note on it. These were later printed in brief book lists for all the children.

Last year we held a doll convention to honor *Hitty*, a story of a New England doll carved out of mountain ash more than a hundred years ago, written by Rachel Field. Doll parties were held in the schools and a delegate chosen to go to the big convention in the School Library. Some were from the far countries of Egypt and Russia, others dated way back to the early part of 1800. Several boys carved Pinocchios and replicas of *Hitty* for us. One class dressed their dolls to represent their favorite book characters—King Arthur, Robin Hood, and Heidi were there. A doll's newspaper, which reported the convention and news on fall books, was distributed in all the schools.

About fifty talks each year are given by the staff of the School Library to various educational organizations, and Parent-Teacher Associations, as well as book talks and stories to the children in the schools. There are many calls for talks on suitable books for gifts before the Christmas season, and at all times for counsel on the right book for children of a certain age or with a special interest. To aid parents and teachers in the ever-changing, expanding needs of children today, and to suggest ways of supplying these needs through books, is one of the opportunities of the School Library.

Reference service to the Superintendents and Supervisors is one of the phases of our work which is of the utmost importance. Busy people that Superintendents and Supervisors are, the School Library tries to put before them promptly the newest and best professional material from the educational world. The special interests of each one of these experts is noted and regardless of whether or not they have asked for it, anything which looks worthwhile is brought to their attention.

Much of the most valuable material first appears in magazines, pamphlets, and even in

mimeographed form. Since the School Library is essentially a collection of books for the children we turn to the School and Teachers Department of the Public Library for these professional demands. Their generous courtesy to us has been immeasurably valuable. Our reference librarian does the necessary research on the requests as they arise. Daily a messenger delivers the books to the Superintendents' and Supervisors' offices and picks up things to be returned.

The School Library shares in the task of aiding the foreign-born in Los Angeles to a knowledge not only of English, but of the entire fabric of American customs and literature through the books it distributes for the Americanization Division.

For the middle-aged, fumbling, near-sighted Negro classes, print must be large and clear. For the shy, timid, fearful Japanese women, lessons must be short, not to discourage them. For the gangling Mexican youths in night classes, books must be adult in viewpoint, to save their pride; stimulating in attack, yet always simple in vocabulary.

Gaps in the book collection—and it is inevitable, with such requirements that there should be gaps—are filled by mimeographed leaflets, prepared by the Americanization Division. These range from the Baby series on the care and feeding of infants for mother classes, through the Foreign-Opportunity series for language-handicapped children, to lessons for foreign-born adults in night school. Then for the advanced classes with their wider interests there are plays, biographies, poems, and local historical stories. Special emphasis is placed on holiday stories. Thus it is seen how "Americanization" has broadened from the early days of study of naturalization tests to include much more; music, discussions on current events, and the best of literature.

The School Library is open the year round; it never closes. Even in July it is sending cool, clean books of outdoor life and adventure in far lands to a hundred vacation schools and more than twenty-five playgrounds. At the same time the order and catalog departments are rapidly processing thousands of new book, and sorting for re-binding old ones to have ready against that time of insistent need, when all the schools reopen in September. Summer School is no sooner over than hundreds of alert, experienced teachers with initiative come in to select thoughtfully and leisurely, exactly the right books for their winter's work; and another cycle of the School Library service to education is begun.

Do We Want a Library Science?

A Reply ¹

By DOUGLAS WAPLES

Professor of Educational Method, Graduate Library School, University of Chicago

MR. THOMPSON first sets up his own definition of science whereby science becomes an unlovely thing with which the less any one has to do, the better. He then assumes without any justification whatever that certain studies, for which I am personally responsible and which fit his definition of science represent the character and scope of the work of the institution that employs me. Third, he ridicules the studies, one by one, and declares them harmful to the profession I am attempting to serve. On each of these three points I have certain facts and counter suggestions to present. On certain other points, I am in close agreement, as for example, that librarianship has won an honorable place for itself without particular attention to research on the part of the profession as such; that it is incumbent upon librarians to be well-read persons, and that it would be a catastrophe leading to chaos if all librarians were to become investigators. On this last point, Mr. Thompson, in his own person, furnishes highly convincing evidence. In short, I strongly approve a revival of the "bibliothecal spirit" and believe it can be more promptly revived if we can find out more precisely what it is.

Concerning his definition of science, Mr. Thompson represents the not unusual academic type that cherishes a positive dread of modern science and its methods. Where these fears are present, his descriptive terms, his irony, and his choice of illustration all betray a frank antagonism. He seems to feel that to examine men in the mass is to belittle the human dignities; that to distinguish a group with certain traits in common is to deny the worth of personality. Inevitably his distrust has given rise to theories correspondingly hostile.

In his zeal, Mr. Thompson often misrepresents positions which he himself does not accept. He ridicules what he cannot refute. He cannot understand how other men with a different type of experience as a background, but with ideals as high as his own, should try to advance professional achievements by methods whose validity he distrusts. He

advises librarianship to forego all use of a whole set of processes that have proved their efficacy in solving certain problems to the satisfaction of competent scholars, only because he contradicts flatly the consensus of modern opinion. He explicitly denies the findings of educational research, and seeks to discard it by burlesquing a single unworthy example. Mr. Thompson's arguments would call for no formal reply if they revealed clearly the extent of his departure from ordinary standards of rationality.

Yet for all this he has been the first to express an irritation at fundamental studies that many members of the library profession have doubtless felt. This irritation is largely explained by the fact that the more definitely a piece of research is restricted, other things being equal, the better it is. Hence the results being small are likely to seem trivial to any one who does not see them in relation to other items of established evidence. The irritation is moreover justified by the abundance of sloppy thinking that passes for research. Yet even a large number of stupid biologists or sociologists can have no effect upon the potential human worth of biology and sociology. Scientific work like any other work must be judged in the light of its purposes, and judged by persons whose experience with various methods of accomplishing the purposes has qualified them to pass on the validity of results. Whether we like it or not, society has always made its intellectual progress by an accumulation of small gains, systematically achieved. Doubtless it always will. The right spirit is not enough.

My next concern is to make plain the fact that the issue raised by Mr. Thompson concerns me personally and not the Graduate Library School of the University of Chicago. While he imputes what he dislikes about science to the School as a whole, my particular field of adult reading is the only one he specifically attacks. That I have thus far been allowed to study the problems of adult reading as I please, need not mean that the School as such ascribes any value to such studies. It does mean, however, that the Library School is faithful to the tradition of

¹ The article to which Dr. Waples replies will be found in *THE LIBRARY JOURNAL*, LVI, 581.

the University of Chicago which, in religion, philosophy, economics, political science, sociology, the natural sciences, and any other field, regards freedom of investigation as the essential condition of productive scholarship. Since the territory which graduate studies in librarianship may cover is almost as wide as scholarship itself, it is obviously silly to call the whole region sterile just because some seed falls on stony ground.

Whether my studies to date constitute an abuse of this freedom is doubtless a question which neither Mr. Thompson nor I can answer until there has been time to note their effects upon the principles and practice of American librarianship. Thus far their effect has been nil, for the excellent reason that no applications to library administration have yet been attempted. In playing the role of a professional Paul Revere, Mr. Thompson has spread the alarm prematurely. The enemy may be advancing, if it is the enemy, but he's a long way off and he is not numerous.

My next topic concerns the harmful effects of the particular studies to which Mr. Thompson refers. Since his misconstruction of their purpose is deliberate and somewhat clever, I shall attempt to suggest certain values of each problem.

Problem 1. To find the relative interest of representative groups of readers in a list of contemporary subjects.

The results of the first two years' work on this problem were published in a widely advertised volume² before Mr. Thompson's broadside went to press. The volume contains its own answer to the questions Mr. Thompson raises, an answer which no less a litterateur than Henry Seidel Canby was quick to catch in his *Saturday Review* editorial. Whether the findings will benefit librarians or not depends, of course, upon how much librarians choose to apply them. Some members of the profession tell me that it would be easier to purchase books acceptable to readers if we knew more about the interests of readers of different types. To attain such knowledge, much more work will be necessary. In the course of the investigation many other important factors in book selection may be made available to librarians. If so, the library should attract and satisfy readers that do not now visit the library. But the fact must be stressed that we do not yet know how far the library can benefit the public. Hence the excitement of the quest. Librarian-

² *What People Want to Read About*, A. L. A., 1931.

ship in any case has much to gain and nothing to lose.

Problem 2. Comparison of actual reading on non-fiction topics with the readers' interest in the same topics.

Mr. Thompson here asks, "What we are going to do about it if it is established that people do not read on the topics of most interest?" Any librarian sincerely concerned with the social efficiency of his institution should want to know the reasons for its failures. He must strive to remove the conditions that prevent people from reading on the subjects they wish to know more about. Our present results in this investigation go straight to the center of the question—is the library accomplishing its advertised purpose of serving the public? If it is not, there are many things we can do about it. We might proceed to discover in respect to non-fiction (a) what literature is accessible to people who do not read on their preferred subjects? (b) does this literature include material on such subjects? (c) how does the reading on interesting subjects differ from reading on uninteresting subjects? (one would naturally expect reading on uninteresting subjects to be explained by an unusually attractive style, by greater accessibility, and by wider advertising, among other differences), (d) what do format, price, appearance, shelving, and other conditions have to do with the amount that is read on given subjects? and especially (e) how does the relationship between reading and subject interest vary among groups who read much and groups who read little? Answers to such questions can scarcely fail to help the librarian, publisher, and others to remove conditions that now prevent large numbers of adults from reading authentic material upon the subjects of most concern to them. Such studies should magnify the educational functions of the library in the direction Mr. Thompson advocates.

Problem 3. Comparative studies of costs of books in various classes of literature represented in small college libraries.

Here Mr. Thompson asks ironically whether the idea is to buy more widely in the cheaper classes of literature. While it is unpleasant to parade the obvious, the facts are that few small college libraries have enough money to buy the books they need in each field or department. Furthermore, they are accustomed to apportion funds among the various departments according to the number of students enrolled, or the number of instructors, or ac-

according to the proportion of the fund allotted to each department the previous year. It is therefore important in drawing a departmental budget to know which departments can get relatively more for their money than other departments, owing to differences in the average cost of books. The departments having to pay relatively more per book are not being fairly treated unless they receive correspondingly larger appropriations.

Problem 4. Comparison of professional activities performed by school librarians with activities performed by teachers.

This one Mr. Thompson "will not undertake to elucidate." The point of the study is to discover what, if anything, the library contributes to the enrichment and range of reading on the part of school children, and this in terms of differences between what the teacher and the school librarian actually do with books and with children. Our present inability to distinguish clearly the duties of the school librarian from those of the teacher in the same type of school is largely responsible for the present controversy as to what the school library is worth and what sort of preparation the school librarian should receive.

Problem 5. Measurement of vocabulary difficulty in A.L.A. subject headings for representative groups of public library patrons.

This problem should appear sensible to any one who believes that the library catalog should use the terms that are familiar to the readers who consult it.

Problem 6. "Propaganda and Leisure Reading."

A whole page of *THE LIBRARY JOURNAL* is given over to the last of the projects which Mr. Thompson burlesques. In that space he succeeds in concealing the nature of the study so completely that I can only refer any open-minded reader to the original article. In a discussion of student reading the article introduced some evidence gathered for a purpose entirely unrelated to library interests. The article closed with a recommendation which Mr. Thompson has "doctored" by inserting highly misleading examples. His process is only slightly less effective than the technique used in *An Expurgated Mother Goose*.

Any honest reader will, I think, find nothing amiss in the conclusion Mr. Thompson finds so preposterous; namely, that college libraries should have well-balanced collections, and that it is possible by the methods described to find out how well-balanced they are with respect to highly con-

troversial issues not covered in the regular college curriculum.

The individual studies mentioned in the foregoing paragraphs may be less impressive than the negations expressed so emphatically by Mr. Thompson. Hence the following confession of faith may be appropriate:

1. The library profession is under an obligation to society to acquire whatever knowledge serves to justify public confidence.

To call a profession learned is to say that it may safely be practiced only by those who have more knowledge than the ordinary layman can acquire. Such a profession must invite and receive from its public an attitude of trust and confidence. In return for this confidence, no other assurance may be offered than ceaseless research, a diligent checking of factual observation, and a constant striving to discover new and better tests of service efficiency.

2. Librarianship has won and justified public confidence to the extent, as Mr. Thompson says, that librarians know and provide "good books."

This means that librarians have been able to supply the individual reader with books that meet his particular and various needs, in so far as such books are available, whether the needs be cultural, recreational, vocational, civic, or whatever.

3. The recent phenomenal increase in the total output of printed matter has made it vastly more difficult than formerly to select the best.

During the past twenty years, the amount and variety of reading matter has greatly increased. In this increase, books form an ever-diminishing proportion. The librarian, perhaps, will never be greatly concerned with supplying to the public the new forms of ephemeral reading matter. But even if he confines his attention to books alone, it becomes more and more difficult for him to distinguish good from bad. None but the most casual and amateurish judgment of a book can stop short of the questions "good for whom?" and "good for what?" It is thus necessary to study readers and readers' purposes before one can tell what books serve certain purposes best for certain readers. Such books are "good books."

4. The studies herein mentioned must simplify to some degree the problem of selecting good books.

If this statement is questionable, one may point out that bibliography and the "bibliothecal spirit" at best tell little more than what books there are and what the books are about. To tell what the books are worth one

must know for what purposes the books have been or might be used. Such purposes can only be learned by study of readers who differ widely in respect to the many conditions (such as sex, age, and occupation) that are known to influence reading needs.

There is thus opened to the librarian an opportunity to extend his professional horizon by acquiring an acquaintance with readers comparable in system and adequacy to his present knowledge of books. As the bibliographer looks to the specialist in the given field of literature for sources and for methods of investigation, so the librarian concerned with a definition of readers' needs should look to the social scientist for equivalent sources and methods. I fail to see wherein this analogy is not perfect.

5. The studies may be justified by their contribution to theory even if practical applications are not yet apparent.

It has been said that the individuals concerned with the particular studies under discussion are ultimately concerned with the improvement of practical librarianship. The fact can not be over-emphasized. However, the scientist who identifies a new disease bacillus is not less practical than the physician who saves lives before and after the discovery. The bacteriologist and the physician play different but supplementary roles.

So with librarianship and with schools for the training of librarians. There is need for both specialist and general practitioner. Of

the two, the general practitioner is the less dispensable. If I were compelled to vote for one or the other of two types of library schools, one devoted to specialized research and the other to the training of young people to operate libraries according to present methods, I should vote without hesitation against the research school and for the library school which teaches the conventional processes.

But we at Chicago and the professional representatives who established our school believe there is a place for both types of school; that with due tolerance and the requisite amount of hard work our current studies will eventually bear directly upon vital problems of library administration; and that, in the meantime, both the specialist and the general practitioner should pray to escape the reptilian view of the field which confines the best interests of the profession to what one happens to know most about.

In concluding this comment on Mr. Thompson's article, may I express the hope that the issue may not be allowed to drop. It is perhaps the most significant issue confronting the profession today. Much clarification should result if many others are moved to discuss it from the standpoints of their chosen fields of specialization. To this end I have exercised a commendable self-restraint in ignoring the more personal elements of the Thompsonian tirade. *Honi soit qui mal y pense!*

Comment on the Reply

By C. SEYMOUR THOMPSON

Reference Librarian, University of Pennsylvania, Philadelphia

I APPRECIATE the opportunity to comment on Dr. Waples' reply to my recent article. On the questions of opinion involved I shall not undertake to make a counter-reply, for I have had my opportunity to air my views in your columns, he has very properly had his, and I will not argue the matter further in rebuttal, but will confine my remarks to a few points on which Dr. Waples has apparently misunderstood me.

I notice with regret that he has evidently construed my article as a personal attack upon him. Not a single personal element entered into my thought when writing the article. I was concerned only with the professional issue, whether the new science of librarianship which is being developed, at Chicago and elsewhere, is really scientific and

whether it is desirable. In discussing this question I inevitably had to express my rather vigorous dissent from the opinions of Dr. Waples and a good many others. (It is not true that the field of adult reading is the only one which I specifically attacked.) I should have preferred to criticize theories and methods alone, without reference to any individuals, but this was obviously impossible. My "frank antagonism," however—which I acknowledge—was and is directed solely at principles and methods, in an absolutely impersonal spirit. Indeed, so far as Dr. Waples is concerned, no personal antagonism could possibly have entered my thought, for, unhappily, I have never made his acquaintance and have hitherto had no relations with him, personal or professional, direct or indirect.

I had hoped that we should meet at New Haven, and I now hope that at some not distant conference, or elsewhere, we may become acquainted; may dine together, discuss our differences of opinion as vigorously as we please, subject only to the ordinary principles of dining room decorum, and prove that men can differ irreconcilably in their opinions and still be good friends.

Dr. Waples thinks that I "cannot understand how other men—with ideals as high" as my own can advocate methods which I distrust. I have never for a moment doubted that he, and all others who are advocating the new research methods, are actuated by ideals fully as high as my own. I believe I am not so small-minded that I cannot understand how others may differ from my opinions, or so pharisaical as to attribute lower ideals to all who do.

It is rather inaccurate to say that I set up my own definition of science, "whereby science becomes an unlovely thing with which the less any one has to do, the better," for I undertook to frame no hard and fast definition of the term. Definitions can be found in the dictionaries which exclude from the field of science everything except a very few of the subjects commonly known as the most exact sciences. Other definitions can be found in the same dictionaries, under which anything and everything, down to pugilism and poker, can be classed as a science. Because of this confusion, in considering the question whether we now have what can rightly be called a science, I adopted, for my own guidance, a definition which I considered "reasonably exacting, yet moderately conservative." I believe that most readers would consider science, under that definition, not "an unlovely thing" but a very desirable thing. It is inaccurate, too, to say that the studies which Dr. Waples is conducting fit my definition of science. They decidedly do not, but require a far more exacting, narrower definition.

Dr. Waples complains that I seek to discard the findings of educational research "by burlesquing a single unworthy example." My abstract of the article referred to followed the text so closely that I think it hardly accurate to call it a burlesque. At all events, the "unworthy example" was written by a man who presumably is considered an expert; who has published several previous attempts in educational research and holds, I believe, a responsible position in that field. It was considered worthy of publication in one of the leading educational periodicals. Is it, then, unfair to cite it as an example?

I do not desire to criticize scientific research in the field of education, nor would I be justified in so doing; that is beyond my province. But I cited this article as evidence of the fact that educational research is still in so experimental a stage that we should wait, "at least until it has emerged a little further, before we accept the argument that we must copy its methods." An examination of the files of the educational journals revealed many other articles which might equally be cited in support of this statement.

I must vigorously protest against the charge that my "misconstruction" of the purpose of the studies now in progress at Chicago "is deliberate and somewhat clever." If I misconstrued any of them, it was because they were stated in terms of ambiguous import. If Dr. Waples could know the very deliberate and patient and studious way in which I sought to avoid misconstruction of anything to which I referred or which I abstracted, he would voluntarily acquit me of the charge of deliberate misrepresentation. He would also, in speaking of my criticism of his article on "Propaganda and Leisure Reading," withdraw the words "He succeeds in concealing the nature of the study." This implies, again, a deliberate, malicious attempt to misrepresent. Dr. Waples may believe it or not, but I do not deliberately resort to unfair methods in any argument. He says, further, "The article [on Propaganda] closed with a recommendation which Mr. Thompson has 'doctored' by inserting highly misleading examples." This must refer to the fact that in quoting his recommendation I inserted, by way of illustration, properly placed in brackets, four of the "personal and social issues" which had been revealed in the study of sex propaganda and were listed as four of twenty-seven sex "situations" by which students are confronted. I regret now that I did not adopt the safer method of "breaking" the quotation for this insertion, but the use of brackets is a conventional method of indicating an insertion in quoted matter, and ought to acquit me of the charge of deliberate misrepresentation. And I invite any reader who cares to judge for himself the degree of fidelity with which I represented the article which I was discussing, to make the following test: read the article itself; then read my abstract of it and my quotation from it; then endeavor to discover how Dr. Waples can restate the recommendation in the innocuous form in which he now clothes it. It is my earnest conviction that the examples which I cited were not "highly misleading," but fairly representative. If they were absurdities, I was not responsible.

Every Serious Voice Deserves a Hearing

By J. CHRISTIAN BAY

Librarian, John Crerar Library, Chicago

INSTEAD of specifying the science of medicine we have come to refer the sum of knowledge which deals with the prevention and cure of disease, as the medical sciences. A number of natural groups of organized knowledge combine to put the student in possession of the ability and skill by which he may recognize, explain and treat normal and abnormal fabrics, functions and practices.

We seem to meet a similar status in trying to arrive at a satisfactory explanation of what is termed library science. The traditional functions of librarians hardly can be recognized, explained and exercised except on the basis of a reasonably circumscribed unit of ideas, methods, subject matter and objectives. We are concerned with a composite. Once upon a time medicine was in a similar state, consisting of an array of traditional practices and dilettantic notions. Out of a seemingly chaotic group of knowledge and from a mass of side-lights and arts, evolved the medical sciences as a natural group of practices and exercises governed by an inductive method. Library practice is similarly situated, except that its status is far from chaotic, in that we have developed definite methods and are obeying principles which, fundamentally, are not in dispute, except for occasional atavistic or dialectic reversions. Our field of operation is the recognition, organization and utilization of printed and written records.

This field is as definite as any within the exact sciences. Our work, like that of the medical man, involves methods derived from philosophy, history, sociology (including education) linguistics and the inductive sciences.

The library sciences existed long before our time. Their history is an open book. Their methodology has been practiced for centuries. Their documentation, while not uppermost in the minds of all library workers, is neither difficult nor privileged, even though the systematization of results and conclusions remains—like much else in this day and age—unfinished.

Whether Dr. Williamson, in designating a department of Columbia College as a "school

of library service,"—or Dr. Waples, in forecasting a "science of librarianship," considers the idea of a scientific basis of library work in the same light in which Mr. C. Seymour Thompson accepts the term "library sciences," is very doubtful. Whether any or all three have in mind what I term "the library sciences," is equally doubtful. I am inclined to think that there are three different, although mutually related, conceptions before us. Mr. Thompson and I probably are thinking of the historically defined sum of library and book knowledge and method which is almost as old as the work of our ancient polyhistor. Dr. Williamson may confine his plan to the organization and utilization of literary material. Dr. Waples, again, may be forecasting a development of a logical application of the library science to social—perhaps educational—needs and demands. Thus the terms

library science

science of library service

science of librarianship

the library (i.e., bibliothecarial) sciences,

may signify quantitatively different ideas, and varying principles, methods—and academic treatment.

If this is true, it is perfectly natural. However, the analysis of the name, scope, character, methods and results of a few academic schools for librarians will not answer the question of whether or not our age and generation recognizes the existence of a library science—except in one way: The craving of new and better principles as well as methods in all forms of library work. This craving exists, every meeting of librarians proves it, just as the sum total of our joint efforts has indicated a more extended and purposeful use of library material by everybody consciously and unconsciously in need of books. The search for better methods in all fields of library practice surely stimulated out conception of the ideas behind all processes and practices. I find it difficult to quarrel with the man who interprets these ideas in terms of educational values, even though an interpretation in terms of sociology seems to have a wider, more general appeal—and still there

are, indeed, moments when I do not care to interpret our practice in anything at all.

But is it not so in all sciences? History, for example, may seem to a historian as self-sufficient, an end in itself, as will a piece of bibliographical research to the bibliographer who does it. Yet, Henry Adams was as impatient with the contemporary teachers of history as is Mr. Thompson with some of the seemingly new forms of the science of librarianship or the science of library service which take a modest enough place among us. Henry Adams advocated the expression of a *cui bono* on the part of history teachers. And Henry Adams was essentially right: one of the most appalling phenomena in social life after the French Revolution and after the World War is that mankind seems to learn no lesson from his own history.

In library work—librarianship or library service, science or sciences—we are dealing with a similar situation: Mankind generally seems to derive scant enlightenment from the great masses of books theoretically at its disposal and frequently within its easy reach. Positive knowledge, the expression of high ideals, examples of sacrifice and unselfishness, esthetic inspiration, religious and social uplift: all are available through books, and yet mankind gropes and flounders as never before. I know that all possible systems of ventilation are described in books in the library which I serve—and yet there is scarcely a dozen buildings in this city in which any scientific ventilation is possible. Our local governments seem to have no relation with the literature of economics, our politics are detached from political science, our drama is dead, our musical sense dulled, our very language rapidly infested with slang. Is it any wonder that, under such circumstances, the Dean of a school of librarianship may analyze the status of reading? Or can we seriously object to the view that any person, as a potential user of books, deserves some guidance and advice in the maze of books, in an age where printed matter largely is a factory product—and sold without social responsibility? To recognize, to organize and to utilize books in accordance with social and educational ideas, is, therefore, a function which requires scientific thought and method. Its fundamental idea is to provide the most direct and applicable form of enlightenment,—i.e., the process of rousing the sense of, and the search for, truth and fitness. Its method, like all other scientific methods, probably began like that of Voltaire's *Zadig*, but out of that empiricism came slowly the complicated and highly specialized apparatus which we wield today.

All scientific work begins with the recognition of certain facts and generalizations and develops in volume as this material and its elaboration accumulates. The systematization and orientation may not transcend beyond this stage. If the material lends itself to deduction, the application of a logical method sooner or later will be thought out, applied and perfected by suitable apparatus. Finally, we arrive at the process of generalization, where homogeneity or analogy are recognized and a criticism of sources applied. By these three main processes are scientific systems built up.

The determination of work as scientific or unscientific is not an easy process. It may be stated generally that the antithesis of science is dilettantism, but the diagnosis of the latter cannot be given in definite terms—except that, in the historical sciences, the lack of a philosophical criticism of source matter is a pretty true indication; and, in the inductive (or experimental) sciences, the simultaneous variation of more than one factor.

Owing to these considerations, the truth of which will be obvious to anybody who essays scientific studies in any field, it is illogical to condemn as unscientific a certain piece of work or a certain school, unless dilettantism is conclusively proven.

Scientific work and method develops slowly in spite of the constant advertisement of progress. This is true also of the library sciences. Here, as everywhere else, the mass of facts cumulate and special applications develop with growing scientific and social needs, but the generalizations do not assert themselves very quickly. I take it we are in a period of transition where we are skilled in some technical processes rather than in the necessary social or educational conclusions demanded by the teeming multitudes we are called upon to serve. There is no logical reason for excluding a new form of reasoning or experimentation in these latter fields, as long as scientific principles are observed,—if these new ideas induce enlightenment.

To illustrate the difference in relative value of concrete efforts in the field of the library science, let me introduce an analogy. A check list of insects in the State of Illinois forms simplest expression of scientific effort in the science of zoology. A critical study of the entomological fauna of Illinois would indicate a higher degree of scientific development. A monograph, anatomical, physiological, biological and systematic, of the genus *Polistes*, indicates the highest development of which a zoologist is capable. Generally considered, these three examples might be said to illustrate

the status of a bachelorship, a mastership, or a doctorate.

In the library sciences, developments are too manifold to admit of a single example. In descriptive bibliography, none has excelled the skill of the author of the *Church Catalog* and the authors of the *British Museum (Natural History) Catalog*, the *John Carter Brown Catalog* or the work of Proctor. In library administration, the dilettantic example is evident where *United States Documents* are consigned to the waste as of negligible interest,—while the true scientific spirit may be gathered from a study of the *Reports* of the Librarian of Congress during the last thirty-two years. Between these extremes are many and various degrees of perfection.

Excellent researches based on scientific principles have become part of many a library catalog all over the country; they solve a vast number of problems for all time. Our American forms of cataloging and classification of books in libraries constitute work of a rank equal to any other scientific study anywhere, and are in advance of many efforts in history or philology—the two fields where dilettantism is perpetrated daily.

The introduction of an experimental method into philosophy, many years ago, gave rise to great upheavals of opinion and sentiment and, for a time, baffled those of the older school. The same method, introduced into the field of education, still baffles many of us; they doubt if we shall be able to teach anything to anybody when all the principles and apparatus of Teachers' College are invoked and applied.

Still, these principles and methods are productive, at least, of work equal to *A Check List of Insects in Illinois*. I observe, but with perfect equanimity, that an experimental method has been applied to the library sciences from time to time. More than a quarter-century ago we applied it to classification, not without success,—and now it is extended to other functions. In all probability a school of librarians will come forward with new facts, new views, new generalizations, which will baffle many of us; and the new men will be as impatient of us as we were of the older school of hermetic library practice. We may feel certain that the new will succeed the old in every field of human effort. We have a duty and a right to be sceptical about such new developments, but we cannot logically condemn them, unless we can prove them dilettantic, inadequate, absurd. In some cases, this may not be difficult, but the burden of proof is ours. Still, we cannot dismiss the experimental method by hinting that every potential reader is placed in a psychopathic laboratory for investigation. We cannot evade the survey method, nor need we fear it—as long as it proves itself valid. If new developments are under suspicion, and there never was a time when they were not, they will win only in proportion to their validity of results and the degree of truth which they reveal. It is an old, old story. One of my truest friends, an old farmer, years ago, on sensing the approach of a new era, concluded that "Every serious voice deserves a hearing." The library sciences are important enough to demand this for our workers.

PER ASPERA

Thank God, a man can grow!
 He is not bound
 With earthward gaze to creep along the ground:
 Though his beginnings be but poor and low,
 Thank God, a man can grow!
 The fire upon his altars may burn dim,
 The torch he lighted may in darkness fail,
 And nothing to rekindle it avail,—
 Yet high beyond his dull horizon's rim,
 Arcturus and the Pleiads beckon him.

—FLORENCE EARLE COATES.

Librarian Authors

EDNA ADELAIDE BROWN was born in Providence, Rhode Island, of Puritan descent; through her mother from Roger Williams and Mathurin Ballou; on her father's side, through generations of Quaker ancestors, from Chad Brown. As a child she was often taken to Friends' meeting and early recollections are of gentle Quaker guests, among them, members of the Whittier family.

Being the youngest, and never strong physically, Miss Brown's early education was at home. She does not remember ever learning to read; merely that she read everything in sight, and good books fortunately abounded. Her playmates were chiefly pet animals, a never-failing supply of kittens, a little Italian greyhound, a pony. This somewhat isolated childhood perhaps developed natural imagination. Very early she entertained herself by trying to write stories.

Both parents died during her childhood and from the age of eleven she lived with a married sister. She attended the Providence High School and Brown University. Love of books led to the selection of library work as a profession; a slightly ironical choice, since, as a child, she was not permitted to use public library books for fear of germs. Having graduated from the New York State Library School at Albany with the degree of B.L.S., Miss Brown spent several years, interspersed with foreign travel, as an assistant in the public libraries of Pittsburgh, Providence and Galveston. Health proving unequal to the strain of work in a large library, she went to Andover, Massachusetts, in 1906, where she has since had charge of the Memorial Hall Library, finding her vocation in its administration, and her avocation in writing books chiefly for and about New England children. Her home is in this beautiful town, and her principal recreation is her flower garden.

Her first story *Four Gordons* was published in 1911, by Lothrop, Lee & Shepard Company and in the twenty years since that date she has written, and the same firm has published, fifteen other children's books as follows: *Uncle David's Boys* (1913), *When Max Came* (1914), *Arnold's Little Brother* (1915), *Archer and the Prophet* (1916), *Spanish Chest* (1917), *At the Butterfly House* (1918), *Rainbow Island* (1919), *That Affair at St. Peter's* (1920), *Silver Bear* (1921), *Chinese Kitten* (1922), *Whistling Rock* (1923), *Robin Hollow* (1924), *Three Gates* (1928), and *Polly's Shop* (1931). Miss Brown has the distinction of having had every one of her



Edna Adelaide Brown

books recommended by the A.L.A. *Booklist*.

Miss Brown says that her books usually develop from a single idea which comes to her on one or two ways. "Rather infrequently," she says, "the central thought is suggested by a concrete object, as was the case with the *Silver Bear*. That story grew from a tiny charm brought from a European trip, combined with the suggestion of a friend that I write a story about children in humble circumstances. The second and much more frequent source of inspiration is, in a sense, rather uncanny. The idea takes the form of a single vivid mental picture, a sort of snapshot of a place and people, both usually unknown with me. The germ of *Robin Hollow* came to me in this way. A picture flashed into my mind, extraordinarily distinct, of a girl coming out of a doctor's office in the Back Bay. She was troubled over something. After the picture had repeated itself two or three times, I knew that the girl's name was Sally, and she was distressed over the health of her older brother. This was the germ of the story."

THE LIBRARY JOURNAL

September 15, 1931

Editorial Forum

"IS LIBRARY WORK a science or an art—one or both?"—this is a question which has been interestingly raised and to which we give a large part of our space in this issue of *THE LIBRARY JOURNAL*. It is a pity, it may be said incidentally, that any question of personality should enter into the discussion, especially when it was not the intent of the critical writer, for the question is a large one beyond any thought of individual persons. It may be said, however, that the issue is largely one of nomenclature or terminology. Science is knowledge methodized and art is knowledge applied, and both have their place in library work. Science especially means knowledge and knowledge with experience means background, which is especially desirable within library administration. This can be had, specifically perhaps rather narrowly, in the line of work as in cataloging and classification where scientific methods have already been usefully applied, as witness the *Union Catalog*. It can be had more broadly through the library schools, which cannot, however, furnish the experience which its graduates must find in actual work after graduation. Mr. Bay holds the scales of justice evenly in a happily temperate article and what he says is well worth taking to heart. Whether it is based on science or is an art, service is the word which best indicates the usefulness of the library from whatever school or field the library assistant comes to her work.

"SPEND MONEY—save expenses" is the rather contradictory counsel given by executive, administrative and appropriation authorities from the President of the United States down. The dilemma is especially severe upon the library profession which, in these days of jobless depression, is called upon to do more work because the workless have more time to read and therefore make heavier demands upon books and service. The one way out, of course, is to make all reasonable and necessary expenditures to best

purpose and not to increase the difficulty of the situation by economy which sends workers into the ranks of the jobless. But this also is easier said than done. Where there are buildings in process, for which money has sooner or later to be appropriated, every possible pressure should be brought upon the appropriation authorities to authorize progress and completion. The problem is solved, or attempts made to solve it, in different libraries in different ways, and we are presenting in this issue some of the short cuts which have been devised and shall be glad to have further suggestions sent to us which will be of service to other librarians.

IN THESE DAYS, when spending and saving have to be well thought out, the question of the income tax upon library workers is especially important. For some years past there has been uncertainty as to whether attempts should be made to collect income taxes from state and municipal librarians or whether they should be classed as exempt under the federal law. In 1926 a letter came from the Bureau of Internal Revenue on the issue in Wisconsin to the effect that "it is a well recognized duty of the state to establish and maintain at the expense of the taxpayer a system of education and in the opinion of this office the establishment and maintenance of libraries is essential to the proper discharge of this duty."

Since then decisions, rulings and demands locally have been various, illogical and contradictory and the situation should be clarified. It seems that it is now under consideration by the highest authorities at Washington and the appropriate A. L. A. committee should certainly bring to the attention of the final authority the arguments and facts on which decision should rest. It cannot be too much or too often emphasized that education through the library has become a recognized part of education and therefore properly a governmental function, and also that employees of the state, whether in a state library or in municipal libraries, since counties and cities are creations of and part of the state, are public employees. Combining these two principles, the exemption of library employees in state, county and municipal libraries should not be matter of question, and it is to be hoped that means will be taken to obtain hearings from the final authority before the issue is decided and the decision made right so that there shall be no further backing and filling and persecution of librarians as in the Northampton case.

Taxation Of Librarians

THE FUNDAMENTAL law as to taxation of Federal and State employees is as follows:

"COMPENSATION OF STATE OFFICERS AND EMPLOYEES. Compensation paid to its officers and employees by a State or political subdivision thereof for services rendered in connection with the exercise of an essential governmental function of the State or political subdivision . . . is not taxable."

DECISIONS on the law are summarized in the Prentice-Hall 1931 *Federal Tax Service Cumulative* 1918-1931. v. 2. as follows:

"7774. COMPENSATION OF LIBRARY EMPLOYEES. Where a State, either directly or through a board of trustees controlled by the State, operates a library for the use of the public, it is engaged in the discharge of a sovereign rather than a proprietary activity, and the compensation paid to employees of such library is exempt from tax. However, in the case of a city public library which was a separate corporation, managed by a board of directors, compensation of officers was held taxable, even though the major portion of its income was provided by the city."

FOLLOWING is the text of a letter from the Bureau of Internal Revenue in the Worcester case:

TREASURY DEPARTMENT

WASHINGTON

June 19, 1931.

Office of
Commissioner of Internal Revenue
Mr. Robert K. Shaw
Librarian, Free Public Library
Worcester, Massachusetts

Sir:

Your letter dated May 7, 1931, regarding the taxability under the Federal income tax laws of the compensation received by employees of the Free Public Library of Worcester, Massachusetts, has received the careful consideration of the Bureau.

In reply you are advised that the taxability of the compensation received by Free Public Library employees is now under consideration in the light of the decisions of the courts and the Board of Tax Appeals with reference to the distinction between those activities of a State or legal subdivision thereof of a strictly governmental or sovereign character and those of a proprietary nature. Employees engaged in the performance of duties pertaining to the former classification are clearly exempt from Federal taxation upon the compensation received, whereas those engaged in the latter or proprietary classification are held to be taxable upon the compensation even though under both classifications the recipient of the compensation is an employee or officer of a state or legal subdivision thereof. Regardless of the determination that is reached with respect to the status of employees of Free Public Libraries, no at-

tempt will be made to tax them on their salaries for years prior to 1931, and before the end of the present calendar year it is hoped that a final and definite conclusion will be reached in the matter of compensation received by employees of Free Public Libraries. The collector of internal revenue at Boston, Massachusetts, is being advised to this effect.

(Signed) H. A. MIREN
Acting Commissioner.

Contemporary Review Articles Deleted

SOME TIME AGO it was noticed that our copy of the *Contemporary Review*, volume 110, number 612, lacked pages 681-704, inclusive. A penciled note of uncertain authorship appears in our copy to the effect that these pages were deleted as a result of censorship, presumably in Great Britain.

Mr. H. S. Parsons, Chief of the Periodical Division of the Library of Congress, in a memorandum dated August 7th, 1931, referring to a letter from the Director of Libraries, Stanford University, to the Librarian of Congress, says:

"Volume 110 of the Library of Congress file of the *Contemporary Review* shows the same omission in pagination as that commented upon by the correspondent. No. 611, November, 1916, ends with page 680 and is complete if one can judge from the table of contents. No. 612, December, 1916, begins with page 705, and here also the contents show nothing missing. This omission of pages 681 to 704 looks like an error in numbering.

"There are also various irregularities in the signature numbers of the volume and no. 46 and 47 are omitted. An examination of the Periodical Division records and correspondence fails to find any reference to the missing pages or any mention of the matter of censorship."

All of the copies of this particular volume to which we have had access agree with Mr. Parson's memorandum and with the copy in the Stanford University Library except that the University of California Library copy actually contains these missing pages. The contents of these pages are as follows: pages 681-689, "A Council of the Churches," by J. Scott Lidgett, and pages 690-704, "The Light that Failed in the Near East," by E. J. Dillon. Neither of these articles are indexed in the periodical indexes which regularly include the *Contemporary Review*.

We have been unable to determine the true situation concerning these two articles. Why either should have been suppressed is not evident from the text.

LOUISE STOCKLE,
Stanford University Libraries.

Library Cuts and Economies

Chicago, Illinois

"AN OBLIGATORY two weeks vacation without pay, or its equivalent in five day weeks, was decided upon for all employees of the Chicago Public Library" states the *Tribune* for July 21. A saving of about \$55,000 will be effected by the vacations without pay, according to this report. The *Tribune* for July 18 stated that "Purchasing of new books by the Chicago Public Library was halted yesterday by order of the library board. Notices posted in the library building at Michigan Avenue and Randolph Street and its branch libraries throughout the City stated that curtailment 'for the present' was due to a serious reduction in income."

Cincinnati, Ohio

THE PROPOSED cut in the Public Library of Cincinnati's appropriation for next year will not exceed \$20,000, it is hoped, in the budget of approximately \$600,000. To meet this decrease, this library is postponing the start of its Training Class, which usually begins in September and continues until April. Since the members of the Training Class during this six months' period receive one half of their beginning salaries after the course is completed, there will be a saving of about \$15,000. The remaining \$5,000 will be met by postponing the opening of a branch library.

Fall River, Massachusetts

THIS YEAR the budget of the Fall River Public Library is about 40 per cent less than it was last year. In other words they have had to cut off about \$33,000 from their expenses. The Finance Commission was appointed for Fall River early this year and it is that Commission which has made the drastic cuts, at the same time recommending how economies should be effected. They closed the four branch libraries, eliminating about one-third of the personnel. All appropriations for books have been cancelled; although the Library has a small fund, the income from which they are able to use for the purchase of non-fiction. The general operating expenses have been reduced by some 50 per cent. All pages have been dropped;

in other words the page work is being done by the regular attendants. The Central Library is still operating on full schedule although whether or not this can be continued is a question for it is understood that more severe cuts will have to be made next year. Two branches were re-opened on a part-time basis by means of funds subscribed by the citizens. The money raised is now practically exhausted and unless more is forthcoming the branches will soon be closed.

Pasadena, California

THE MAIN LIBRARY and the four branch libraries of the Pasadena Public Library are being closed on Saturday afternoon and evening and on Sunday as an economy measure. This means that the Library is open eleven hours a week less than it was. The statement from Pasadena reads as follows, "Certain running expenses are always more or less fixed and those items could not be cut. Our book fund was already cut to just half of what we asked for, so the only thing left seemed to be to open less hours and thus be enabled to run with a smaller staff. Our policy has been not to discharge any of our present employees, but not to fill any of our vacancies caused by several resignations, which we knew would be forthcoming. And since each staff member now has Saturday afternoon off, when the library is closed, instead of some other afternoon we have our full staff on duty the rest of the week. So, although we will have a smaller staff this year, I think that with shorter hours we can get along."

Toledo, Ohio

THE TOLEDO PUBLIC suffered a less drastic cut in appropriation than many cities and is meeting the condition by a moderate horizontal reduction in expenditures rather than a more severe vertical cut. Book expenditure from tax funds is 23 per cent less than in 1930, and that from \$123,500 in trust funds to be used for book purchases has remained about normal. Current non-fiction buying is based strictly on quality or timeliness while all fiction bought in 1931, except replacements of books of high standard, is placed on a rental basis. New titles rent at 2c. a day.

replacements and added copies of old titles at 1c. The policy was announced in advance by a leaflet and there has been practically no protest by borrowers. This plan makes possible almost normal buying of non-fiction. The Training Class, absorbing practically the full time of a trained instructor, will not be maintained for the school year 1931-32. Hospital service and small stations were discontinued until better times. New equipment and building repair are deferred. Hours of opening are reduced at all agencies, but not seriously at any one of them; branches closing one night a week and the Main Library opening a little later each morning. Salary increases have been omitted for the year and all work is concentrated so that vacancies are not filled if it can be avoided without grave hardships.

Detroit, Michigan

THE PRESENT budget of the Detroit Public Library is a 13 per cent reduction over last year's. The Training Class was discontinued for the year 1931-32 and the usual twelve hour library day was reduced to ten. The vacation months were also scheduled without any summer substitutes, which used to range from twenty to thirty individuals.

Survey of Borrowers By Occupation

ADOPTING the modern definition of news, to wit, something different, the value of the survey of library borrowers by occupation just completed by the Syracuse Public Library has a publicity value. A news story in the morning paper, the day after the report was made, featured the fact that lawyers, clergymen, and physicians appear to be less interested in reading than auto mechanics, painters, and tool makers. The flaw in this reasoning is apparent enough, but the point is that the analysis of the Registration Desk provides good publicity. The word "Book" in a headline attracts a certain proportion of the newspaper reading public; the word "Library," a smaller proportion, but the fact that there are 1686 stenographers, 596 machinists, 622 nurses, 796 bookkeepers, 155 carpenters, and eighty locomotive engineers among the squads, platoons, and regiments of the Syracuse army of library patrons provides material for what the City Room calls Human Interest.

A more substantial value is that we now know within reasonable limits who our patrons are and, therefore, what groups of the population may be profitably followed up. This part of the survey provides the gratifying assurance

that the Syracuse Public Library notwithstanding the competition of the libraries in colleges and schools is still a factor in formal education processes in Syracuse. Nearly 10,000 borrowers are registered as university or normal school students. Nearly 3,500 more in the Main Library alone come from the high schools.

It is unfortunate, situated as we are in the heart of a great agricultural section of the state that the number of farmers registered is negligible. They are listed along with army officers, cosmeticians, editors, rural mail carriers, psychoanalysts, evangelists, night club entertainers, prohibition agents, tree surgeons, music critics, X-ray technicians, food checkers, window trimmers, and glass bevelers as among the groups too sparse to be listed separately. Efforts to get the farmer to pay a fee for the use of a city library have been with us so far unavailing. The answer, of course, is county library service.

What started us on this laborious enterprise was none of these reasons that I have mentioned. It was a problem in book selection. An assistant has been appointed to take charge of the industrial collections in the Library. What mechanical trades are to be served in this department? The analysis of the registration list provides a pretty satisfactory series of answers to that question and to a number of similar questions in the selection of non-fiction. This is of importance in the branches as well as in the Main Library. It is useful in the distribution of books to branches to know that in Petit Branch, for instance, we have 118 teachers, 175 retail businessmen and thirteen civil engineers, just as it is useful to know that at White Branch we have twenty-one tool makers, forty-seven machinists, and twenty-four automobile mechanics and that no less than 1,965 normal, university, and high school students are depending upon the Mundy Branch which we have thought of all along as being chiefly important to the industrial community surrounding a great automobile plant.

These are some of the values which can be seen at first glance in the examination of these statistics, but we have not considered the one great permanent brigade in this army of readers; I mean the stay-at-homes, 9,255 of them, the largest number being found in a section frequented by the foreign-born and the next largest number on university hill. Here is no problem in technical book selection but a more important problem, that of making the job of staying at home more pleasant and more profitable.

PAUL M. PAINE.

The Open Round Table

Williamson Article Free on Request

PERMIT ME to thank you for the opportunity you courteously offer to reply through the columns of *THE LIBRARY JOURNAL* to the paper by Mr. C. Seymour Thompson published in your July issue. Dr. Waples' admirable statement seems to me to leave very little further to be said in regard to science and scientific method in relation to library service.

Mr. Thompson makes two or three references to my article "The Place of Research in Library Service" in order to express his dissent from opinions expressed therein. It is not to be expected that everyone will agree with the position taken in this article, but I earnestly hope that librarians and others interested in the advancement of library service—whether as art or a science—will not be inclined to accept Mr. Thompson's conclusions without reading the article to which he refers. To anyone who has not read it and cares to do so I shall be very glad to send a reprint on receipt of a request for it.

C. C. WILLIAMSON.

Ponderous Attention to Insignificant Detail

THE ARTICLE, "Do We Want a Library Science," by C. Seymour Thompson in the July number of *THE LIBRARY JOURNAL* brings forward strong evidence to substantiate the views of those who feel that the present trend towards a pseudo-scientific method in preparation for librarianship consists of a ponderous attention to insignificant detail.

Mr. Thompson must be quite fair in his discussion, yet its revelation of what is going on in the search for a science of librarianship is amazing. The listing of research problems of the Graduate Library School of the University of Chicago and his comments thereon are interesting as—"Comparison of actual reading in non-fiction with interest in non-fiction topics for representative groups." If it is discovered, by some scientific process not yet known by ordinary librarians, that the non-fiction which people read relates to topics in which they are not interested, what are we going to do about it? 'Comparative study of costs of books in various classes of literature represented in small college libraries.' When it is demonstrated that books in some classes

of literature cost more than books in some other classes, shall we 'stock' more heavily in the cheaper classes and discontinue the other 'line'? This would, indeed, be a unique contribution to the principles of book selection, which the empirical librarian would not have produced in a long time."

An illuminating feature of the article is its indication of the extent to which the unfortunate mania for standardization has spread since Dr. Williamson first discussed it. As Mr. Thompson points out, these articles indicate "a conception of science and of librarianship which, if unrestrained, will stifle all true appreciation of books and of people, the two things which make library work a joy and an opportunity, and will develop a generation of librarians who will perceive not the opportunity and cannot know the joy." Discussion by Dr. Waples and Dr. Williamson of Mr. Thompson's article might be illuminating.

It is becoming more and more difficult for the newcomer in the library field to maintain enthusiasm and to develop through experience the spirit of real library service when for so long he or she must be hampered by the mass of footless technical detail that cumbrous methods of library training. As one library school student of recent graduation said when I asked for a real opinion of the merits of the course, "It wouldn't be fit for print."

If this is an indication of the stimulating qualities of library schools and the problems under investigation at the Graduate Library School demonstrate the peaks of the study in library science, it is indeed time to remember, "Not of the letter but of the spirit. For the letter killeth and the spirit liveth."

MARIAN C. MANLEY.

Leaves \$20,000 To Newberry Library

MRS. HARRIET TAYLOR, head of the genealogical department of the Newberry Library for 37 years prior to her death on June 21, left her entire estate, estimated at \$20,000, to the Library. In her will Mrs. Taylor suggested that the interest on her bequest be allowed to accumulate for five years and be used to publish a historical sketch of the library and a biography of its founder. She suggested that further interest accumulations be used at five year intervals to revise the work and bring it up to date.

School Library News

No Fiction In This School

THE HIGH SCHOOL Librarian in School District No. 5, Jackson County, Oregon, sends us the following interesting information: "If we have or do anything of interest to others, I think it is our policy in regard to fiction. Our school is small, and operated on an economy basis. We buy no fiction and have given the public library even what we had. By borrowing our fiction, in groups, from the public library, the collection is live and flexible, though small. The school funds are spent for books that have a closer relation to class work, and the town is not buying books to be locked up during the summer vacation. Do other small schools practice this economy? Is it real economy, or are we missing something that we do not realize?"

School Library Serves Townspeople

AT THE BEGINNING of the school year, the Argos, Indiana, Public Schools Library acquaints their students with library rules and conduct, position of books and magazines, and other information necessary for their comfort and convenience. At this time, the fact is also stressed that the library is not a place to go when the student has nowhere else to go, but that it is a privileged place where the student may find both material for leisure time and also books and magazines for outside reading. There is no occasion to discipline the student because he is afraid he will lose his library privileges. The school belongs to several good book clubs, and the student gets the best of everything, both in books and magazines. As the town does not have a library, the townspeople are also served.

The Bookworm's Little Brother

THE SPECIAL ATTENTION of school librarians should be called to the article, "The Bookworm's Little Brother" in the March issue of the *Newark School Bulletin*. The problem of materials and illustrations clipped from library books and magazines is a serious one, and the schools must find some way of preventing the depredations described in that article.

It is suggested that the following regulations be put into effect wherever the use of

illustrative material is encouraged by teachers:

"1. No illustrations or other material clipped or cut from books shall be accepted under any circumstances.

"2. No clippings from magazines shall be accepted unless the teacher is fully satisfied that the magazines from which they were taken were valueless for any other purpose and belonged to the pupil or had been set aside by the school for clipping.

"3. Where illustrative work is desirable, teachers can encourage original work, such as cartoons, diagrams, time lines, progressive charts, graphs, maps, etc. Not too much of the work should be sought, and emphasis should be placed on fitness and thought content, rather than on artistic quality."

Student Assistants Great Asset

THE LIBRARIAN at Eastern High School, Washington, D. C. finds her student assistants a great asset. Since the library serves its faculty numbering eighty-nine, and a student body of over two thousand, it is necessary that she have some assistance. As there is no money available for a paid assistant, the problem is solved by student assistants. These students receive credit for the work, five periods a week giving a half point, ten periods, giving a point. Several of them have become so much interested in the library work, that they have decided to specialize in library science.

Methods For Stimulating Reading

SOME HELPFUL METHODS for stimulating more and better reading have been tried in the East Orange, N. J., High School this year with very gratifying results. As an aid toward more effective and intelligent periodical reading, a monthly list of ten or twelve leading articles has been distributed to each teacher. These lists have been used for definite periodical assignments or have been placed on classroom and library bulletin boards as suggestive reading. Large printed posters, advertising a recent book of note and conspicuously posted from time to time in English classrooms, have brought many requests to the library; and annotated lists, attractively printed on gay-colored paper and available for distribution when the books were displayed, have been very helpful and suggestive to both teachers and students.

Book Reviews

Vatican Code of Cataloging Rules

THE VATICAN LIBRARY has recently published their code of rules for cataloging, *Norme per il Catalogo Degli Stampati*, Città del Vaticano, Biblioteca Apostolica Vaticana, 1931. The price is 30 lira, equivalent to approximately \$1.50. It is an octavo book of 400 pages in paper covers. The Vatican code, though based if not directly, at least indirectly, on the A.L.A. code, is wider in scope and has incorporated the advancements in technique that have developed since 1908. The additional rulings, expansions of old rulings, and generous provision of illustrative examples, make it an exceedingly desirable addition to the catalog department of any library. Two sections not found in the A.L.A. code have been added: the one provides rules for the preparation of subject headings, the other sets forth the rules governing the arrangement of cards in alphabetical order in a dictionary catalog.

While the language of the code is Italian, anyone familiar with the A.L.A. code will find it necessary to refer to an Italian dictionary only occasionally. For the code provides a table of the corresponding English and Italian bibliographical terms, p. 376-380.

Aside from the clarification of existing rules relating to ecclesiastical publications and the problems presented by them, and the addition of numerous supplementary rulings for the careful cataloging of this class of material, the Vatican code makes a large and valuable contribution to the science of cataloging by its excellent amplification of the A.L.A. rules pertaining to personal authors.

Allowing for the fact that a page of the A.L.A. code carries more matter than a page of the Vatican code, some idea of the enlarged treatment accorded personal authors in the Vatican code may be gathered from the fact that while the A.L.A. code covers personal authors with thirty-five rules in eight pages, the Vatican code devotes to the same topic fifty rules in forty-three pages. In the Vatican code the baffling problems presented by compound surnames and surnames with prefixes are classified and systematically set forth in series columns by forms, by language, and by country, and subarranged: e.g. compound with hyphen, compound detached, compound with conjunction, compound with preposition, and prefixes according to the usage in different countries. It will be a sheer joy to the cata-

loger who, after searching foreign dictionaries, foreign grammars, and biographical dictionaries with burning eyes and thumping brain, finally in sheer desperation flips a coin to determine which part of a name shall be used for the filing medium.

The chief value of the Vatican code, however, lies in its contribution to library science in the field of religion. Heretofore religion and ecclesiastical literature have received least and last attention in the classification and cataloging of libraries in general. The Vatican code will afford some betterment of this situation and give a fresh impetus to the now widening movement to bring, as Dr. E. C. Richardson has said, "the library treatment of religion up to the standards of other library subjects, and to make every effort to take advantage of matured library methods in a way as to put theological libraries into a leading position as effective organization for use, all along the line."

The Vatican code was compiled by Mr. John Ansteinnson, Librarian of the Technical High School of Trondhjem, Norway, with the aid of Mgr. Tisserant, Pro-Prefetto of the Library, and by Dr. Giordani and Dr. Bruni, members of the Library staff. Mr. Ansteinnson's expenses were met by the Carnegie Endowment for International Peace.

REV. COLMAN FARRELL

*The Abbey Library, St. Benedict's College,
Atchison, Kansas*

American Library Laws

A NOTABLE COMPILATION is this stately volume of 1103 pages, which "for the first time brings the body of American library law into readily consultable form." It is compiled by Milton J. Ferguson under a financial grant of the Carnegie Corporation of New York and published in 1930 by the American Library Association. It gives the leading library laws of every state in the Union; of the United States government and its territories; of Canada and the provinces; of the British colonies and dependencies in the Americas; of Mexico (in Spanish), Newfoundland and Labrador.

About three-fourths of it deals with the United States. The general arrangement is by states in alphabetic order. Under each state the laws are grouped according to a regular system of headings such as state library, library commission, county libraries, law libraries, municipal libraries, school libraries. The

repetition of these and other headings forty-eight times and the laws given under each heading every time are chiefly responsible for the portliness of the volume. Under each heading laws are given verbatim and with great fulness. The laws of California and of Indiana each cover sixty pages or more.

There are occasional references to court decisions in the body of a law. Miscellaneous cases at law are cited at the close of many states. For these citations there is generally no clue to the nature of the cases cited.

The arrangement by states is undoubtedly the most practicable. But investigators are grateful for some kind of subject approach. This need is filled in a measure by the very full index of fifty pages, made according to Hoyle. In that index such subjects as employees, funds, librarians, rules and regulations, salaries, tax levies, trustees, etc., have references to the laws of every state. Under the subject "Trustees," for example, the index contains two and one-half pages of entries arranged by states.

It is a monumental collection of laws now in force, good, bad and indifferent. There are however no marks to distinguish one kind from another or to show degrees of excellence or usefulness. On this phase of the subject the "Foreword" is worthy of careful study.

Mr. Ferguson's wide experience as a library administrator has given him a thorough familiarity with the essentials of good organization, at the foundation of which is legislation. In the "Foreword" he deals historically and constructively with the evolution of library laws, their importance, defects, needs and possibilities. Many practical suggestions are offered which should be helpful in framing laws that will be more modern and effective than many of those included in the book.

A chapter on "Library Legislation in the United States" by Henderson Presnell appeared in the *Annual Report of the United States Bureau of Education*, 1896, 2:523-99. It included the most extensive compilation of library laws in print until the appearance of *Abstract of Laws Relating to Public Libraries in Force in 1915 in the States and Territories of the United States*, prepared by William H. Brett for the Carnegie Corporation and privately printed in 1916. These two contributions have hitherto been the only general compilations in print, although the annual output of library laws has been pretty thoroughly summarized from year to year for thirty years, for more than a decade by the A. L. A. committee on the subject.

Mr. Ferguson's splendid work does not consist of abstracts or summaries but of laws

as they stand on the statute books. It is the most extensive and comprehensive compilation of its kind ever published and will be of immense value to librarians and legislators. They will all join in the hope expressed by the A. L. A. office that it may be revised from time to time and kept up-to-date.

WILLIAM F. YUST.

Anatomy of Bibliomania

THE FIRST volume of *Anatomy of Bibliomania* by Holbrook Jackson has recently been published by Charles Scribner's Sons. The second and final volume will be published sometime later. Mr. Jackson, in an introductory chapter, has discussed his model and his own method and if one is to understand what he has undertaken to do, it is necessary to read this introduction carefully especially for readers who are not familiar with Burton's *Anatomy of Melancholy* published in 1621. Mr. Jackson states: "I have gleaned the crop of innumerable authorities scattered far and wide, winnowing the chaff from the grain, and setting out the various species in such an order that they may best contribute to our knowledge of books in general and 'bibliomania' in particular.... This treatise is an 'Anatomy' of its subject: a fair analysis of books and their meaning for all kinds of men and women.... You shall find a true picture of a book and all its relations and purposes; its joys, advantages, infirmities, and offences." Mr. Jackson closes his introduction with the following paragraph: "Last of all, and for the final *apologia* in so writing, I give my belief that *the proper study of mankind is books*, which was supported by the learned Dr. Donne, when he claimed that *the world is a great volume, and man the Index of that Book*. So, to cut the matter short, I presume of thy good favor, and gracious acceptance (gentle reader), and out of an assured hope and confidence thereof, I will close this prolegomenon."

The scope of the volume is indicated to some extent by the titles of the fifteen parts which follow the introduction: I. Of Books In General. II. Of Their Morphology And Dimensions. III. The Pleasure Of Books. IV. The Art Of Reading. V. Of Bookfellowship. VI. Of The Reading Of Books. VII. Study And Book Learning. VIII. Of The Uses Of Books. IX. Of The Bibliophagi Or Book-Eaters. X. Of Book-Drinkers. XI. A Pageant Of Bookmen. XII. How Bookmen Conquer Time And Place. XIII. The Influence Of Books. XIV. Books Pharmaceutically Disposed. XV. The Origin Of A Species.

Current Library Literature

ART LIBRARIES

Whiting, F. A. The coordinating of community programs for art appreciation. *A.L.A. Bull.* 25:419-424. 1931.

Address before the second general session of the A.L.A., New Haven, June, 1931, by the president of the American Federation of Arts. Libraries can cooperate with local art museums, circulate slides, paintings, prints and photographs; organize Hobby Clubs; and act as a bureau of information as to local art schools and private instructors, mural decorations and other works of art in public buildings, and the private collections which may be seen. Cleveland has tried the experiment of exhibits at three of its branch libraries.

BANK OF AMERICA NATIONAL TRUST AND SAVINGS ASSOCIATION LIBRARY, LOS ANGELES, CAL.

Robertson, M. G. A branch library in a branch bank. *ill. LIB. JOUR.* 476-479. 1931.

The Los Angeles Library of the Bank of America, serving 165 Southern California branches of the Head Office Library, is itself a branch of the Head Office Library in San Francisco. The library service has three well-defined phases: current service, keeping "key men" informed; reference service, providing material for speeches and articles, preparing reports on various subjects and answering questions; and the educational service, working with the ambitious young employee and junior officer, supplementing his banking courses with reading lists and helping him prepare for the position ahead.

BOOKS AND READING

Chase, Stuart. Leisure in a machine age. *LIB. JOUR.* 56:620-632. 1931.

"The battle is on between rewarding uses of leisure and pulling the levers of jumping-jacks, between people like yourselves and myself, who know something about the essentials of life, and the high-pressure fraternity who want to pack our leisure full of jumping-jacks. . . . On one side, you have participating forms, first-hand participation—mountain climbing, camping, gardening, naturalizing, sun-bathing, swimming, amateur acting, and books, good books. . . . On the other side, you have second- and third-hand forms; clicking turnstiles, Roman stadia, burning up the roads, Hollywood, jazz, gin, woodpulp confessions and books, bad books—compounding the stresses and strains of our day-by-day work to a very large extent."

Phelps, W. L. The librarian's opportunity. *A.L.A. Bull.* 25:424-429. 1931.

Talk before the second general session of the A.L.A. at New Haven, June, 1931. "I never consider any lecture that I have given on new books even a partial success unless the public library is raided the next day. . . . Without any flattery at all, I think you people in this room are the most useful class of citizens in America. I think you do more good, can do more good, because you come daily into contact not only with great books, but with those who need them." Professor Phelps, reviewing his boyhood reading, remarked that the Optic and Alger books and *Old Sleuth* at least opened the gateway to the garden of literature. "It is a great deal better for small boys and girls to read trash than not to read anything."

BRANCHES AND STATIONS

Hughes, H. L. Selection of the site for a branch public library. *Ill. Libs.* 13:70-72. 1931. Also in *A.L.A. Bull.* 25:561-563. 1931.

Paper given at the Library Buildings Round Table meeting at the New Haven conference of the A.L.A., June, 1931, by the librarian of the Trenton (N. J.) Free Public Library. "A branch library ought to be placed as close as possible, even at considerable cost, to the main 'community cross roads' corner, if not on the corner itself, then as near to it as possible on the main traffic stream which the branch is intended to serve. . . . In general it may be said that a lot of too by 100 feet offers a fair setting for a branch anticipating

Intended to index with brief annotation, or excerpts when desirable, articles in library periodicals, books on libraries and library economy and other material of interest to the profession. The subject headings follow those in *Cannons' Bibliography of Library Economy*, to which this department makes a continuing supplement. Readers are requested to note and supply omissions and make suggestions as to the development of this department.

100,000 to 200,000 circulation. It is generally agreed that a well branched city brings library service within a half mile or not more than a mile of every citizen in a residential district."

CATALOGING

Manderfield, Marie. Cataloging for small libraries. *Mich. Lib. Bull.* 22:184-186. 1931.

Miss Manderfield is librarian of the Houghton (Mich.) Public Library. Library of Congress cards should not be bought for fiction. All possible cataloging aids should be purchased. Assistants should be given a chance to help with the cataloging, their work being carefully revised afterwards.

CHARLESTOWN, N. H. SILSBY PUBLIC LIBRARY. See LIBRARIES, SUBHEAD NEW ENGLAND STATES.

CHEMICAL LIBRARIES. See MELLON INSTITUTE OF INDUSTRIAL RESEARCH LIBRARY.

CHILDREN'S LITERATURE

Johnson, M. F. Some standards of choosing books for children. *Mich. Lib. Bull.* 22:179-182. 1931.

Mrs. Johnson is librarian of Southeastern High School, Detroit, Mich. Discusses the need of buying imaginative books, the harmfulness of books in series, and the choice of fiction for children of the high school age, who may be able to do surprisingly difficult reference work but are not yet ready to digest or appreciate adult fiction.

COLLEGE LIBRARIES

Wilson, L. R. The emergence of the college library. *A.L.A. Bull.* 25:439-446. 1931.

Address before the third general session of the A.L.A. at New Haven, June, 1931, by the librarian of the University of North Carolina. "The purpose of this paper is threefold: (1) to comment briefly on the efforts made by American schools and colleges to redefine their education objectives and procedures; (2) to review the studies which have been made of the status and functions of the college library; and (3) to suggest ways and means by which the college library may be more effectively utilized in achieving the educational objectives of the modern American college. . . . It is evident that if the course now being followed is pursued steadfastly, the influence which the college library can be made to exert in preparing students for effective participation in the affairs of life will be significantly multiplied." Bibliography: p. 46.

CONNECTICUT. See LIBRARIES, SUBHEAD NEW ENGLAND STATES.

HARVARD UNIVERSITY. HOUSE LIBRARIES.

Morgan, Kenneth. The Harvard House libraries. *ill. LIB. JOUR.* 56:536-539. 1931.

Illustrations include interiors of Dunster House and Lowell House libraries, and the bookplate of Lowell House library. Five other house libraries opened in the fall of 1931. "The libraries are oak-paneled rooms large enough to accommodate about sixty men. The main room is lined with shelves, and in addition each library has a small stack room for future expansion. A special effort has been made to provide an adequate number of comfortable, upholstered chairs and davenport. The libraries have a minimum of about 8,000 books, the total number being dependent on the gifts they receive. The actual control of the house library is vested in the library committee made up of tutors from the house. The libraries are entirely independent of each other, and only formally connected with the college library staff." Dunster and Lowell House libraries, rejecting the Dewey Decimal Classification, have found the Library of Congress classification also unsatisfactory, and the other house libraries plan to evolve their own classifications.

HOSPITAL LIBRARIES

Pomeroy, Elizabeth. Hospital libraries. *A.L.A. Bull.* 25:430-435. 1931.

Address before the third general session of the A.L.A. at New Haven, June, 1931, by the supervisor, Hospital Libraries Medical Service, and chief, Library Section, U. S. Veterans' Bureau. "With the book circulation in some of the larger veterans' hospitals running from thirty-five to fifty thousand annually, and with more than fifty of these hospitals open, each with its own librarian or library staff, the opportunity for adult educational extension in these institutions alone is great. Add to these the hospitals of other government departments and those of city, county, and state, either re-

ceiving or capable of receiving library service, and it will be seen that this field is one the public library must regard seriously in any future extension plans. In addition to its importance as an avenue for furthering adult education, the hospital library is constantly making friends for the public library. It is small, making possible a friendly and informal atmosphere which cannot prevail in a large public library."

IVORY SOAP. See PROCTER AND GAMBLE CO. LIBRARY. LIBRARIES

NEW ENGLAND STATES

Following the post-conference trail. illus. LIB. JOUR. 56:544-547. 1931.

Illustrations, with descriptive paragraphs, of libraries in Hartford, Torrington, and Waterbury, Conn.; Chicopee, Springfield, South Hadley, Northampton, Amherst, Greenfield, Lenox, and Stockbridge, Mass.; Bellows Falls, and Manchester, Vt.; and Charlestown, N. H.

UNITED STATES

Oehler, Richard. Neuste Bibliotheksbauten in Nordamerika. illus. 6 Strohmayergasse, Vienna. *Philobiblon; eine Zeitschrift für Bücherliebhaber*. 4:231-237. 1931.

A descriptive account of notable new library buildings erected since the World War, among them the Sterling Memorial Library at Yale, Fisk University, the University of Rochester, and the Los Angeles, Detroit, Cleveland, and Philadelphia public libraries. Table of large libraries in the United States, with number of volumes and annual appropriation: p. 237.

LIBRARY SERVICE

Davis, Winifred L. "It works like a machine," or, Greater use of the library's tools. *Wis. Lib. Bull.* 27:175-181. 1931.

Recommends that librarians make greater use of the tools at hand, as for instance the application file for statistics and surveys; and that they educate the public to use for themselves such tools as the *Children's Catalog*, the *Standard Catalog* series, poetry and short story indexes, etc.

MASSACHUSETTS. See LIBRARIES, SUBHEAD NEW ENGLAND STATES.

MELLON INSTITUTE OF INDUSTRIAL RESEARCH LIBRARY. PITTSBURGH, PA.

Pugsley, L. H. The library of Mellon Institute of Industrial Research. illus. LIB. JOUR. 56:471-476. 1931.

The aim of Mellon Institute is to aid in fostering a more helpful relationship and a closer cooperation between manufacturers and scientists. The library was begun with an appropriation of \$20,000 in 1913. Now located on the first floor of the Institute's building, it has approximately 12,000 volumes, trade literature of 1,000 manufacturing companies, catalogs of 327 universities and colleges, and many government publications. It is especially strong in the fields of chemistry and chemical technology.

MISSOURI. See WAR LIBRARIES.

NEW HAVEN (CONN.) PUBLIC LIBRARY.

The New Haven Public Library. illus. LIB. JOUR. 56:534-536. 1931.

"By the gift of \$300,000 from Mrs. Mary E. Ives, of New Haven, and the legacy of about \$100,000 additional by her will, the erection of a new building was made possible. The City of New Haven provided the site at a cost of about \$105,000. The building, which has been occupied since June, 1911, is without doubt one of the most beautiful library buildings in the country and one of the costliest of its size. It is fire-proof and of the most solid and enduring construction. . . . Located as it is, facing the Green and in the immediate neighborhood of some of the most beautiful examples of the so-called Georgian or Colonial architecture, it seemed peculiarly appropriate that the building should be of that style."

PRISON LIBRARIES

A gleam behind the bars. *Christian Science Monitor*. Aug. 11, 1931. p. 16.

Written by an inmate for twenty years of a state penitentiary in the west. "I am confident that any prison inmate, be he ever so illiterate but endowed with average intellect, needs but the right urge—some awakening contact that will start him on the road for knowledge—and the transformation of character is inevitable. There is hope, there is a possible pleasant future, for these men."

PROCTER AND GAMBLE CO. LIBRARY, CINCINNATI, OHIO.

Stowell, Grace. Libraries at the home of Ivory

Soap. illus. LIB. JOUR. 56:480-482. 1931.

The library in the central office building, the Gwynne Building in Cincinnati, has been in existence since March 1926 and has 2,100 books and 300 magazines. During 1930 nearly 700 books were sent to workers from Winnipeg to New York. The Library Committee is composed of representatives of the Personnel Research, Economic Research, and Advertising Departments. At Ivorydale, the parent plant, two additional libraries are maintained, one for the Chemical Division and another for the Industrial Relations Department.

SALARIES

McGaughy, J. R. Raising salaries. LIB. JOUR. 56:633-644. 1931.

Paper presented before the Publicity Round Table, New Haven conference of the A.L.A., June, 1931. Dr. McGaughy is professor of education at Teachers College, Columbia University. He disclaims any special knowledge of library problems, but on the basis of his own experience in school finance recommends definite schedules for librarians' salaries and a pension fund to which librarians should be required to contribute a certain percentage of their salaries. "The world doesn't owe us a living unless we can go out and meet competition with which we live. In other words, it means this: If you are foolish enough to induct into your profession, or if hundreds of you, or thousands of you are foolish enough to enter your profession and give a great oversupply of trained librarians, there is only one thing that can happen and that is, salaries must go down."

VERMONT. See LIBRARIES, SUBHEAD NEW ENGLAND STATES.

WAR LIBRARIES

Severance, H. O. *Missouri in the Library War Service*. Columbia: University of Missouri, 1931. pap. illus. 44p.

By the librarian of the University of Missouri. Introduction by Carl Hastings Milam, secretary of the A.L.A. and acting general director, Library War Service, 1919-1920. The story of Missouri's contribution to the Library War Service is narrated under three heads: (1) The state activities, including the Missouri Library Commission; (2) Public libraries—smaller libraries, St. Louis Public Library, and Kansas City Public Library; and (3) institutional libraries—University of Missouri and teachers colleges. Mr. Severance during the war was director of camp libraries, director of library work at Coblenz, and European representative of the A.L.A.

YALE UNIVERSITY. STERLING MEMORIAL LIBRARY.

Keogh, Andrew. The Sterling Memorial Library. illus. plans. LIB. JOUR. 56:520-533. 1931.

Extract from the dedicatory address by the Librarian of Yale. Surveys previous buildings and collections and summarizes the salient points of the new building. "A library is an instrument of learning and of power. It is an old instrument at Yale, as we have seen; but its possibilities have been immensely increased by the princely provisions of the Sterling bequest. Here our faculties and students and the scholarly-minded of the community in which we live will find facilities for study greater than Yale has ever known. Once more Yale's largest and finest structure enshrines its books."

Free For Transportation

THE BAKER LIBRARY, Harvard University, Grad. School of Bus. Admn., Soldiers Field, Boston, Mass., offers the following books free of charge to any library which will pay for transportation:

Whitaker's *Almanack*, 1909, 1918, 1923, 1924, 1926.

Who's Who, 1908, 1911, 1920, 1921, 1923, 1924, 1925, 1927, 1929.

Who's Who in America, 1922-23, 1924-25, 1926-27.

Who's Who in New York, 1907, 1909, 1914, 1918, 1924.

World Almanac, 1924, 1925, 1926, 1928, 1929.

Children's Librarians' Notebook

THE PAINTED ARROW. By Frances Gaither. Macmillan. \$2.

Early days in our country, when the French were trying to subdue wilderness and savages, form the background of this book. Jacques Duvall, a young French lad, leaves the sunny walled gardens of old France and sails over the sea to the wild forests of the new world. He is sent to live with the Indians, to learn their language and customs, in order that he may become an interpreter. Jacques becomes the loyal friend and companion of Little Chief who teaches him the skill and thrill of Indian hunting and so loyal is Jacques to the young Indian that he risks his life, vainly, trying to save Little Chief in an Indian uprising. When his term of service is finished and his orders for a return to France come, he decides to remain in the new country where freedom and danger are constant. There is fine descriptive writing all through the book, the incidents are historically vouched for and the whole is a fine adventure story for older boys.—A. C.

LOOT OF THE FLYING DRAGON. By Kenneth P. Kempton. Little, Brown. \$2.

A most exciting story of pirates that roam the high seas, of Barnaby Vane whose adventures every boy would like to share, of hidden treasure, of stolen Papal Jewels, of the puzzling Benoit—indeed, a story that very few boys, and not many girls, will stop reading before they reach the end. The action is splendid, the interest sustained throughout by rapidly changing situations, and the illustrations enter quite into the spirit of the story. The book will interest readers of the impossible "teen-age" who demand excitement and stories of heroes and fighters.

—W. W.

STEPHEN THE VALIANT. By Juliska Daru and Charlotte Lederer. Dutton. \$2.50.

Story is located in the Transylvania Alps where Prince Stephen lives. The Archduke succeeds in having the King and Queen murdered and on Stephen's twelfth birthday an attempt is made on his own life. He escapes in disguise with his old nurse, Maresa, from the burning palace and then lives a colorful and interesting life in a Hungarian village. In the end, he is discovered and brought back as the beloved Prince. Fairly well written, rather slangy in places for the old world setting.—A. M. W.

DINA OF THE GOLDEN BOXES. By Virginia Olcott. Stokes. \$1.75.

The inborn love for the beautiful of the Italian is brought out in this story of a Florentine boy of nine, an orphan, who helps his older sister decorate wooden boxes for the market so that he may study art. As he trips along with his stack of boxes we see, through his eyes, the beauty of the roadside shops, the fountain in the square, and the stalls in the market. All hope is gone when the money for the boxes is stolen and when, later, all that he has hoarded is lost. His misfortune, however, turns into great fortune and he is permitted to study his beloved art. From his uncle and the painter he discovers at the old theatre, he hears the story of Michelangelo, Giotto, Fra Angelico and others who have left their masterpieces for Florence and the world to admire. After reading this story one feels that Florence is truly "the City of Flowers."

—M. W.

SONNY ELEPHANT. By Madge A. Bigham. Illus. (pt. col.) by Berta and Elmer Hader. Little, Brown. \$2.50.

An entertaining story of a baby elephant who is carefully trained by his mother in the ways of the jungle only to fall into a trap arranged by his most dangerous enemy, man. The story is suitable for younger children and will be very popular. Stories of animals are asked for so much that it is never possible to have enough and this little book, with its gay illustrations, should find a place in the children's rooms of libraries.—M. R.

PIRATE'S DOOM. By E. R. G. R. Evans. Farrar & Rinehart. \$2.

Three young men against a crew of rascals aboard a pirate ship, the *Jolly Roger*; that sets the picture of this tale of gory adventure. The story is a swift and bloody yarn with treasure, mystery and wild excitement which is sure to capture the interest of older boys.

—A. C. C.

KING'S SPURS. By Russell Gordon Carter. Little, Brown. \$2.

Story laid in thirteenth century France when Guilbert is deprived of his ancestral castle by his cousin Cassander. How he gave himself in service to the outlaw baron, Gaspard the Wold, wins honor in physical prowess, proves Cassander false, and holds to the ideals of his inheritance are vividly told. Boys from twelve to sixteen will enjoy.—A. M. W.

THE MARCH OF IRON MEN. By Vernon Quinn. *Stokes*. \$2.

Beginning with 1905 when the Christian people of Europe were first called upon to free the Holy City from the Seljuk Turks, by whom it had been captured in 1701, the story of the Crusades is carried through to 1291 when Jerusalem was again lost to Christendom. A lucid and readable record of men and events of that time. A record, sometimes of noble and unflinching bravery and faith, and sometimes of cowardice, horrible bloodshed, and avarice. Simply written and well balanced, the book is valuable for background reading, and is an interesting story in itself.—L. H.

GREEN DOOR. By Eliza Orne White. *Houghton Mifflin*. \$2.

Another story by this favorite author about the daily life of a little girl, eight or nine years old. Hazel's family and her companions are wholesome, natural, and interesting. The children play with dolls, dramatize scenes from history, and get into the mischief of a normal and not too serious nature. The story is told with humor and simplicity and the scissor-cuts by Lisl Hummel make quite complete a delightful little book.—L. H.

TRADING EAST. By Freelove Smith. *Little, Brown*. \$2.

Founded on *The Voyages of Hakluyt*, one should expect this book to be a colorful tale of thrilling adventure. It relates the experiences of a young English lad who is part of an expedition sailing from England for the Northeast Passage, Cathay and the lands beyond, during the reign of Queen Elizabeth. The book shows much careful study and thought on the part of the author. It lacks, however, that something that holds the reader's interest from start to finish. The story is a recounting of a series of events which should be breath-taking, but which are rather dull and colorless.—C. N.

BOY FROM THE WEST. By A. S. Pier. *Houghton Mifflin*. \$1.75.

Another St. Timothy's school story which is a real addition to the first ones. True sport is found all through the story; football, hockey, rowing, swimming, water tournaments, skating, and coasting. Yet with all this there is the lively competition for the school paper, as well as other scholastic honors. Mr. Pier makes his hero, Henry Dunn Noble, a real boy with faults and failings as well as high ideals and sportsmanship. Both older boys and girls will enjoy this tale.—M. W.

FIVE LITTLE KATCHINAS. By Elizabeth W. DeHuff. *Houghton, Mifflin*. \$1.75.

This story reads like the dream that a little Indian boy or girl might have. It relates the adventures that five little Katchinas had one night while their little owner slept. Katchinas are sacred figures used by the Hopi Indians in their dances. Story is for younger children and is quite original and unusual. It is illustrated by an Indian artist and his representation of the Katchinas is fascinating.—M. R.

THE TALKING BIRD. By Idella Purnell and J. M. Weatherwax. *Macmillan*. \$2.25.

A book full of Mexican atmosphere and folklore that will delight any child. The Aztec Indian fairy tales are told to little Paco by his grandfather as he sits mending shoes in the patio of their home. Day after day as Paco plays with his kite, helps his mother about the house, goes to market, or to a fair there is always something that makes his grandfather think of a story. Even the moral that the grandfather always draws as he finishes telling the tale does not mar the telling for it is so closely woven into the events of the present. Thus we have a bit of Mexico of today with the legendary background. Both authors know their subject and have made an excellent book.—M. W.

MORE HEROES OF MODERN ADVENTURE. By T. C. Bridges and H. H. Tiltman. *Little, Brown*. \$2.

A companion volume to *Heroes of Modern Adventure* which all children's librarians will find a valuable addition. Nineteen chapters about men and women who have followed their own desires and made records of human bravery. Some of the lesser known as Skippy Gowen, Sir Alan Cobham, and Dad Fairbanks stories are told. Just the thrills, risks, escapes, and dangers to inspire anyone, be he twelve or sixty. Thirty-two illustrations from photographs make up the illustrations.

—A. M. W.

SERGEANT YORK, The Last Of The Long Hunters. By Tom Skeyhill. *Winston*. \$1.50.

A bit of hero worship which seems justified, not only because of a remarkable war record, but also because of a certain native nobility of character dominated by a simple and all-sufficient faith. Brief glimpses of the empire of "Appalachia," the people, their life, customs and thrilling history, enrich the story of the Long Hunter of whom this background is so much a part.—L. H.

Library Organizations

Louisiana Holds Annual Meeting

THE SEVENTH ANNUAL meeting of the Louisiana Library Association was held at Lake Charles April 31 and May 1. In her "Survey of the Scene" the president, Miss Lois F. Shortess, gave a résumé of the work of the Association during the last year, and reported the activities of the Southwestern Association which met at Dallas, and that of the Southeastern which met at Tampa, Florida. In the absence of Mr. Glenn H. Holloway, president of the Concordia Parish library board, Miss Essae M. Culver, secretary of the Louisiana Library Commission, presented the Citizens Library Movement telling of the way in which it originated in North Carolina. The Association took favorable action on a contributing membership in the A.L.A. to aid in raising the proposed endowment, and the secretary was authorized to send a telegram to Mr. Milam to that effect. Miss Sarah Jones gave an interesting talk on the collecting of free material by a small library telling how it can be made of value in a parish system. Mrs. Ethel W. Usher told of a trip to Old Mexico and to the ruins of the former Mayan civilization, of ancient manuscripts and books of great interest to be seen in that country and the part books and libraries play in promoting international relations with Mexico. The opening and operation of a new branch library in New Orleans was described by Miss Mildred Guthrie. Mr. Helmer Webb, librarian of Tulane University, spoke on "Library Finance and Budget Making" relating support of the library to the economic life of the community and pointing out why certain types of taxation are not suitable.

In the absence of Mr. J. O. Modisette, chairman of the Louisiana Library Commission, Mr. Usher spoke on Federal Aid, both state and national, reviewing the action that has been taken at several state and regional meetings as well as by A.L.A. Miss Fairfax reviewed the history of the Louisiana Library Association and Louisiana literature was discussed by Mrs. Ruth Campbell of Louisiana State University library who has spent several years in cataloging the collection there.

Miss Hoyland Lee Wilson, librarian of the Clarksdale Mississippi Library spoke of the growth of her library from a service to the people of the town to that of a county-wide project for Negroes as well as the White population. Miss Betsy Fuller, librarian of

the Concordia Parish Library told of statewide publicity methods and benefits, illustrating from practical experience in her own library which has had national publicity from writeups in several magazines. The program closed with a brief business session. It was decided by the Association that it would publish a library bulletin and that the Executive Board take steps toward this activity.

Books formed the theme in varying aspects for several outside speakers of the meeting. Dr. Chas. W. Pipkin of Louisiana State University spoke on "Books as Bonds of Brotherhood—Their Part in World Peace." Rabbi Binstock of New Orleans spoke on "An Evening With Eugene O'Neill" and President Smith of Louisiana State University had as his topic "The Value of Books and Reading."

Talks on the parish library followed. Miss Culver's topic "Books for All—All for Books—How?" was followed by Mrs. W. P. Edwards, library board member from Vermilion Parish, who told of the organization of a library demonstration in that Parish to be carried on with the aid of the Louisiana Library Commission. After this Miss Bess Vaughan of the Louisiana Library Commission put on the library playlet "Why Not?"

New officers elected were: President, Mrs. Nancy Bauman; First Vice-President, Mr. Chas. Flack; Second Vice-President, Mrs. C. M. Dees; Secretary, Miss Muriel Richardson; Treasurer, Miss Sarah Driver.

MARY WALTON HARRIS, *Secretary*.

Eastern Oregon Library Association

THE EASTERN Oregon Library Association held its second annual meeting in La Grande, Oregon, at the La Grande Hotel, May 29. At the opening meeting Mrs. J. K. Charlton, president of the La Grande Library Board, gave an address of welcome. The morning session was given over to roll call, with the outstanding accomplishments of the year discussed by each librarian. Miss Harriet Long, State Librarian, gave an interesting talk on "The Book Collection—The Weeding and Building Up." The afternoon session opened with a book symposium led by Elizabeth Olson, Librarian of Umatilla County Library, and a discussion on "The Library and Education" led by Mildred Huntamer, Librarian at Baker.

The following officers were elected for the ensuing year: President, Mildred Huntamer; Vice-President, Mrs. L. Z. Terrell; and Secretary-Treasurer, Blanche Herzinger.

In The Library World

Outdoor Bookcase Never Locked

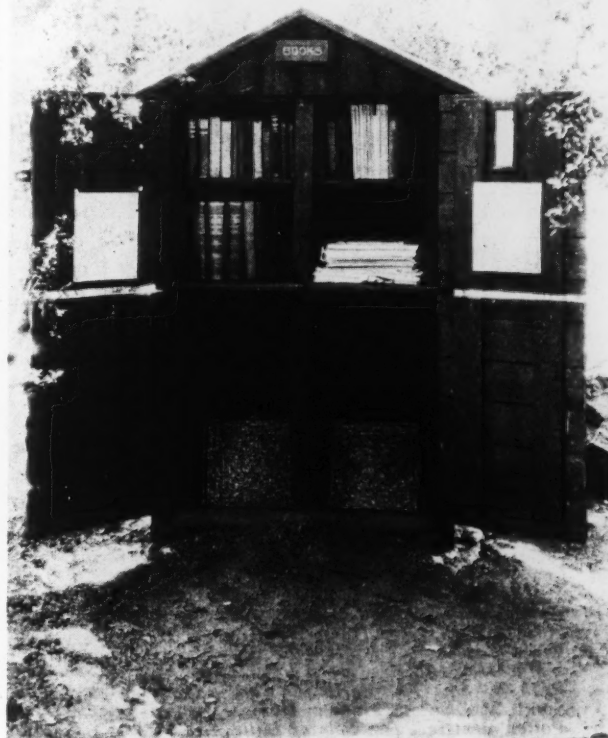
THE OUTDOOR bookcase in the Blaksley Botanic Garden, Mission Canyon, Santa Barbara, Cal., was built when the Garden was started in 1926. The doors are left unlocked all day and people help themselves to the books, sitting either in the sun or shade to read as long as they choose. The visitors return the books and magazines to the shelves. The books are not loaned out as they are for reference while one is in the Garden, perhaps studying some special plant for which more information is needed than that given on the label in front of each plant. This label carries the plant's common, botanical, and family names, and its habitat. A book has never been lost from this collection, perhaps as one visitor suggested, because the people who are interested in nature subjects are not the kind of folk who steal books. Dr. Elmer Bissell planned this case for the Garden.

A "Bibliobus" For France

LIBRARIES which circulate on wheels are not new in America or in England. But France has just taken up the idea of bringing books to her rural readers by motor. The *New York Times* of August 10, states that the first "bibliobus" has been displayed at the Colonial Exposition and *Le Monde Illustré* shows a picture of it. Each van is large enough to carry about 3,000 books. The Association of Librarians, which organized the new enterprise, hopes soon to have a fleet of the library book wagons touring the provinces, making weekly calls at regular stops.

Itinerant Libraries Educate Chinese

THE CHINA WEEKLY REVIEW of Saturday, June 20, published at Shanghai, contains an interesting illustrated article by Samuel H. Chang entitled "Itinerant Libraries Educate Chinese Masses." The article describes and illustrates the popular "dime novel" libraries with a few standard editions of Chinese classics peddled through the streets lending for a small fee their wares out for use, and states that there are thousands of itinerant librarians in China. These itinerant librarians combine the function of teacher with that of librarian.



Right: *Help Yourself to a Mat and a Book and Read as Long as You Wish! This Outdoor Book-Case in Mission Canyon is Never Locked and No Books Are Ever Stolen. Photograph Furnished by Courtesy of Dr. Elmer Bissell.*

Best Juvenile Books of 1930

THE FOLLOWING tabulation represents the vote of nineteen of the leading children's librarians of the country as to the best books published in the year 1930 for the children's shelves of the smaller public libraries, the vote being based upon a tentative list of 150 titles selected and presented by the Book Information Section of the New York State Library. The titles are arranged in order of the votes received by each, the + +, +, and — votes being evaluated on a percentage basis. The sign + + indicates that in the voter's judgment the book in question should be included in a recommended selection of about 75 of the best books of the year for small public libraries; + means that it is considered by the voter to be deserving of favorable consideration; — indicates that for one reason or another the book may be ignored by the small public library. In the tabulation, the new titles of the year and the new editions of older books have been listed separately.

"Children's Books of 1930" prepared by the Book Information Section of the New York State Library is based largely upon the votes of these nineteen children's librarians. This list was published in *New York Libraries* August 1931, and is also reprinted in leaflet form. The titles are grouped according to the ages of the children to whom they will appeal; publishers, prices and classification numbers are given and each title has a descriptive note.

CHILDREN'S BOOK OF 1930

		++	+	—
1	Charles, R. H. <i>A Roundabout Turn</i>	17	1	
	Gray, E. J. <i>Mcgy MacIntosh</i>	17	1	
	Flack, Marjorie. <i>Angus and the Ducks</i>	16	3	
2	Parrish, Anne. <i>Floating Island</i>	16	2	1
	Davis, M. G., ed. <i>A Bakers' Dozen</i>	16	2	1
	Coatsworth, Elizabeth. <i>The Cat Who Went to Heaven</i>	14	4	
	Morrow, Mrs. Elizabeth. <i>The Painted Pig</i>	14	4	
	Patch, E. M. <i>Holiday Meadows</i>	13	6	
3	Lide, A. A., & Johansen, M. A. <i>Ood-le-uk the Wanderer</i>	13	4	
	Adams, Mrs. J. D. <i>Mountains are Free</i>	11	8	
4	De La Mare, Walter. <i>Poems for Children</i>	14	3	1
	Bronson, W. S. <i>Fingerfins</i>	13	5	1
	Kelly, E. P. <i>Blacksmith of Vilno</i>	13	5	1
	Coatsworth, Elizabeth. <i>The Boy With the Parrot</i>	11	7	
5	Harrington, M. P., ed. <i>Ring-Around Meader, S. W. Red Horse Hill</i>	13	4	1
		11	6	
6	Brock, E. L. <i>To Market! To Market!</i>	12	5	1
	Reed, W. M. <i>The Earth for Sam</i>	11	7	1
	Smith, Mrs. Susan. <i>Made in Mexico</i>	11	7	1
	Potter, Beatrix. <i>The Tale of Little Pig Robinson</i>	11	5	

		++	+	—
	Knox, R. B. <i>The Boys and Sally Down on a Plantation</i>	10	7	
7	Field, Rachel. <i>Patchwork Plays</i>	11	6	1
	Wiese, Kurt. <i>Liang & Lo</i>	11	6	1
	Allee, Mrs. M. H. <i>Judith Lankester</i>	10	8	1
	Jones, Wilfred. <i>How the Derrick Works</i>	10	8	1
	Quennell, Mrs. Marjorie & C. H. B. <i>Every Day Life in Homeric Greece</i>	10	8	1
8	Hubbard, Ralph. <i>Queer Person</i>	11	5	1
	Best, Herbert. <i>Garram the Hunter</i>	10	5	
	Gimmage, Peter. <i>Picture Book of Ships</i>	9	9	1
9	Olfers, Sibylle v., & Fish, H. D. <i>When the Root Children Wake Up</i>	9	8	1
	Teasdale, Sara. <i>Star To-Night</i>	9	8	1
10	Hewes, Mrs. A. D. <i>Spice and the Devil's Cave</i>	11	5	2
	Post, Augustus. <i>Skycraft</i>	10	5	1
	Mukerji, D. G. <i>Rama</i>	9	7	1
	Sterne, E. G. <i>Loud Sing Cuckoo</i>	9	5	
	Mason, Arthur. <i>The Wee Men of Ballywooden</i>	8	9	1
	Chaucer, Geoffrey. <i>Tales from Chaucer; done into prose by Eleanor Farjeon</i>	8	7	
	Dombrowski zu Papros und Drusvic, Frau K. S. von. <i>Just Horses</i>	5	13	
11	Williams-Ellis, Amabel. <i>Men who Found Out</i>	7	8	
12	Palm, Amy. <i>Wanda and Greta at Broby Farm</i>	9	7	2
	Hyde, M. P. <i>The Singing Sword</i>	8	7	1
	McSpadden, J. W. (Joseph Walker, pseud.) <i>How They Carried the Mail</i>	7	9	1
	Vaughan, A. C. <i>Lucian Goes a-Voyaging</i>	6	11	1
13	Weaver, A. V. <i>Frazeg</i>	9	6	2
	Brann, Esther. <i>Lupe Goes to School</i>	8	8	2
	MacMillan, D. B. <i>Kah-da</i>	7	8	1
	McNeer, May. <i>W'at-Maid</i>	7	8	1
	Beskow, Elsa. <i>Aunt Broten's Birthday</i>	6	10	1
14	Carr, W. H. <i>The Stir of Nature</i>	8	5	1
	Carpenter, Frances. <i>Tales of a Basque Grandmother</i>	6	9	1
15	Wiese, Kurt. <i>Wallie the Walrus</i>	7	6	1
	Weed, Clarence. <i>Insect Ways</i>	7	4	
	White, E. O. <i>The Green Door</i>	6	10	2
	Cid Campeador. <i>The Tale of the Warrior Lord</i>	6	8	1
	Carrick, Valery. <i>Animal Picture Tales from Russia</i>	6	8	1
16	Chasse, M. E. <i>The Silver Shell</i>	8	3	1
	O'Connor, N. J. <i>There was Magic in Those Days</i>	7	5	1
17	Wells, Rhea. <i>Beppo the Donkey</i>	8	6	3
	Morris, Kenneth. <i>Book of the Three Dragons</i>	7	6	2
	Daniel, Hawthorne. <i>Shadow of the Sword</i>	6	8	2
	Malkus, Mrs. A. S. <i>Dark Star of Itza</i>	4	10	1
18	Kastner, Erich. <i>Emil and the Detectives</i>	9	5	4
	Baker, Margaret. <i>Noddy Goes a-Flowing</i>	8	3	2
	Kuebler, Katherine. <i>Hansel the Gander</i>	7	7	3
	Butler, Mrs. E. L. <i>Along the Shore</i>	7	3	1
	Harper, Wilhelmina, ed. <i>Little Book of Necessary Ballads</i>	6	7	2

Whitney, Elinor. <i>Timothy and the Blue Cart</i>	5	9	2
Barry, M. E., & Hanna, P. R., ed. <i>Wonder Flights of Long Ago</i>	5	7	1
Smith, Free love. <i>Trading East</i>	4	9	1
Chidsey, A. L. <i>Rustam, Lion of Persia</i>	2	11	
19 Golden Gorse, pseud. <i>Moorland Mousie</i>	5	8	2
Adams, Peter. <i>Racing Yachts Done in Cork</i>	4	10	2
NEW EDITIONS			
1 Baldwin, James. <i>Story of Roland</i> ; illus. by Peter Hurd. (Illus. classics for younger readers) Scribner \$2.50	11	5	
2 Irving, Washington. <i>The Bold Dragoon and Other Ghostly Tales</i> ; sel. and ed. by A. C. Moore; illus. by James Daugherty. Knopf \$3.50	11	5	1
3 Poe, E. A. <i>The Gold Bug and Other Stories and Poems</i> ; illus. by Carlos Sanchez. (Children's classics) Macmillan \$1.75	11	4	1
4 Allingham, William. <i>Robin Redbreast and Other Verses</i> . (Little lib.) Macmillan \$1	9	6	1
5 Hawthorne, Nathaniel. <i>The Snow Image</i> ; illus. by D. P. Lathrop. (Little lib.) Macmillan \$1	9	6	2
Diaz, Mrs. A. M. <i>Polly Cologne</i> ; illus. by M. J. Sweeney. Lathrop \$2	8	8	2
Alcott, L. M. <i>Lulu's Library</i> ; a selection by E. G. Leslie; illus. by G. A. Kay. Little \$2	7	8	1
6 Wiggin, K. D. S. <i>Mother Carey's Chickens</i> ; illus. by E. S. G. Elliott. (Riverside bookshelf) Houghton \$2	7	6	1
7 Broster, D. K. <i>Flight of the Heron</i> . Coward-McCann \$2.50	9	3	2
8 Churchill, Winston. <i>The Crossing</i> ; illus. by John Rae. (Green and blue lib.) Macmillan \$1.75	7	6	2
9 Sandburg, Carl. <i>Early Moon</i> ; illus. by James Daugherty. Harcourt \$2.50	7	7	3

Special Libraries News Notes

THE SPECIAL Libraries Association announces the publication of an important new reference tool under the title *A Bibliography of Bibliographies in Electrical Engineering, 1918-1929*. Ten experts in this field have analyzed the literature of the last twelve years including books and more than fifty of the leading periodicals. Approximately 25,000 references are presented under 2,500 different subject entries covering all phases of electrical engineering. European authorities are extensively cited, about one-third of the references being in French or German. The arrangement is alphabetical under specific headings. The headings selected were so carefully checked to determine the best cur-

rent usage that the bibliography may well serve as a model list of subject headings for an electrical engineering library or file. Among the members of the committee who worked on this bibliography are the librarians of the Massachusetts Institute of Technology, General Electric Company, Bell Telephone Laboratories, and the Engineering Societies Library.

Similar publications have long been available to the chemist and the physicist; this book offers time-saving aid to the engineer for the first time. It was prepared in response to a definite need and one hundred copies have already been ordered by the Massachusetts Institute of Technology for the use of their entire electrical engineering faculty.

MELLON INSTITUTE of Industrial Research, Pittsburgh, Pa., has issued the Fourth Annual Supplement to its *Bibliographical Bulletin* No. 2. This supplement lists the books, bulletins, journal contributions, and patents of the institution's members during the calendar year 1930. The Institute has also published the 18th Annual Report of its director, Dr. E. R. Weidlein, to the board of trustees of the institution, which describes the investigational activities throughout the fiscal year, Feb. 28, 1930, to Feb. 28, 1931. Complimentary copies of these booklets will be sent to research workers, science teachers, and librarians upon request.

New Buildings

GROUND WAS recently broken for the Atlanta University Library which is designed to provide a cultural center for the University and the two affiliated schools, Morehouse College and Spelman College, as well as other Negro institutions of higher learning in Atlanta. The new library which has been made possible by a grant from the General Education Board, will cost around \$300,000 to construct and equip, and will be built on a tract of land recently acquired by the University which is adjacent to both Spelman, Morehouse colleges and within ten minutes of the University.

THE SMITH MEMORIAL Library at Chautauqua, N. Y., was opened on August 5. This library was erected through a bequest in the will of Mrs. A. M. Smith Wilkes of Washington and Chautauqua at a cost of \$60,000.

Among Librarians

Public Libraries

K. M. ASADULLAH, who has been officiating in the post for about two years, has been appointed librarian of the Imperial Library, Calcutta, India.

MILDRED COLEMAN, Los Angeles '29, formerly revisor in Los Angeles Library School, is now assistant in Hoyt Library, Kingston, Pennsylvania.

LORENA GARLOCH, Michigan '28, is on the staff of the American Library in Paris.

LODA M. HOPKINS, Columbia '30, who has been first assistant in the Warner Library, Tarrytown, New York, has resigned that position and will go to the New York Public Library on September 1.

PAULINE EDGERTON, for 35 years head of the Akron, Ohio, Public Library and retiring about six years ago, died August 24 at the home of her sister at Wrentham, Mass.

LEO R. ETZKORN, Albany '25, will become librarian of the Paterson (N.J.) Public Library on September 1. Since May, 1929, Mr. Etzkorn has been librarian of the Fall River (Mass.) Public Library.

MARGARET M. MCINTOSH, Wisconsin '27, has been selected as librarian of the Public Library, Fergus Falls, Minn., to begin work in the early fall. She has been on the staff of the Connecticut College, New London, since her graduation.

ELIZABETH MITMAN, Columbia '29, who has been an assistant in the economics division of the New York Public Library for the past two years, has been appointed head of the reference department, Library Extension Division, Illinois State Library, Springfield, Ill.

LOUIS M. NOURSE, Columbia '31, has been appointed assistant to the librarian of the Brooklyn Public Library.

MARION POMEROY, school assistant of the County Department of the Public Library of Fort Wayne and Allen County, Indiana, leaves July 1 to become first assistant in the Lenox Public Library, Lenox, Mass. Miss Esther A. Baird, Wisconsin '31, comes August 17 to take the position.

JESSIE E. REED, Wisconsin '18, is the librarian of the new Frederick H. Hild Regional Branch of the Chicago Public Library, which was dedicated on April 6.

Library Schools

DR. PIERCE BUTLER, for the last fifteen years custodian of the John M. Wing Foundation at the Newberry Library, will become a professor of library science this fall on the faculty of the University of Chicago.

MARGRETHE DIDERIKKE BRANDT, who has been in residence at the Graduate Library School, Chicago, during the three years of its existence, died suddenly of heart trouble on August 13, 1931.

ANNA P. DURANT, formerly Instructor in Reference Literature in the University of Illinois Library School, has been appointed assistant professor in Library Science in the Carnegie Library School, Pittsburgh, to succeed Miss Martha Conner.

AMELIA KRIEG on September 1 began her duties as assistant director of the University of Illinois Library School, succeeding Miss Frances Simpson, retired. Miss Krieg received the B.L.S. degree and also the degree of M.A. in Modern Languages, from the University of Illinois; she has had experience as a departmental librarian at Illinois, as assistant librarian of the Western Society of Engineers, Chicago, and more recently as head of the Catalog Department of the State University of Iowa.

MRS. CATHERINE J. PIERCE, Columbia '27, has been appointed professor of library science at the College of William and Mary, Williamsburg, Va.

Special Libraries

HELEN MEYNARD, formerly of the State Library, Sacramento, is now an assistant in the library at the head office of the Bank of America, National Trust and Savings Association, San Francisco.

DOROTHY A. WHITEHILL, Columbia '29 who has been a reviser at the New Jersey College for Women, has resigned to accept the position of assistant librarian of the Goldman Sachs Trading Corporation, 30 Pine Street, New York City.

BETTY WOOD, Wisconsin, has been appointed librarian of the Milwaukee Gas Light Company.

Opportunities For Librarians

Cataloger available for recataloging or temporary appointments. Two years library school and college preparation, several years' experience in college and public libraries. Satisfactory references. Y 10.

Graduate of University of Illinois Library School with experience in cataloging in university, college, and large reference libraries, desires position as cataloger. Will accept temporary position. Y 11.

A position wanted preferably east of the Mississippi River. Last position, reviser of cataloging in a large reference library. University and library school graduate with excellent foreign language equipment. Y 12.

Tragedy Of André Wanted

WILLIAM H. BROWN (1766-93) wrote a tragedy on Major André, which I have been unable to trace or find in any library. Can any one aid me?

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ABC of Library Craft

THE A B C OF LIBRARY CRAFT is a hand book for students written by Ethelwyn Laurence, librarian of the Los Angeles High School, and Emma Lee Gilmont, librarian of the George Washington High School, Los Angeles. It is not intended as a text book for a class in library craft, but as an inexpensive pamphlet (35c.) which may be put into the hands of students in many classes; the material gives the essentials necessary for everyone to know in order to use library tools intelligently. The Chapter headings will give the scope of the work: How to Use Books—How to Care For Them; Printed Parts of a Book; Classification; The Catalog; Reference Books; Magazine-Readers' Guide; Pamphlets, Information Files, Illustrative Material.

The Calendar of Events

September 21-26—New York Library Association, annual meeting at Lake Placid Club, N. Y.

September 29-30—Vermont Library Association, annual meeting at St. Albans, Vermont.

September 30-October 2—Joint meeting of the West Virginia and Ohio Library Associations will be held at Marietta, Ohio.

October 1-2—Connecticut Library Association, annual meeting at Greenwich, Conn.

October 7-9—Michigan Library Association, annual meeting at Battle Creek, Mich.

October 8-10—Colorado and Wyoming Library Associations, joint annual meetings at the University of Colorado, Boulder, Colorado.

October 14-15—Nebraska Library Association, annual meeting at Omaha, Nebraska.

October 14-16—Wisconsin Library Association, annual meeting at Hotel Pfister, Milwaukee, Wisconsin.

October 15-16—Kentucky Library Association, annual meeting in Louisville, Kentucky.

October 20-23—Pennsylvania Library Association, annual meeting, Carnegie Library, Pittsburgh, Pa.

October 20-22—Kansas Library Association, annual meeting at Wichita, Kansas.

October 21-23—Illinois Library Association, annual meeting at the Père Marquette in Peoria, Ill.

October 22-24—Mississippi Library Association, annual meeting at Hattiesburg, Mississippi.

October 28-30—Indiana Library Association, annual meeting in Indianapolis, Indiana. Joint meeting with Indiana Trustees Association.

October 28-31—Texas Library Association, biennial meeting at San Antonio, Texas.

October 29-31—Missouri Library Association, annual meeting at Cape Girardeau, Missouri.

December 28-31—Mid-Winter A.L.A. meeting, Drake Hotel, Chicago, Ill.

April 25-30, 1932—American Library Association annual meeting at Roosevelt Hotel, New Orleans, La.

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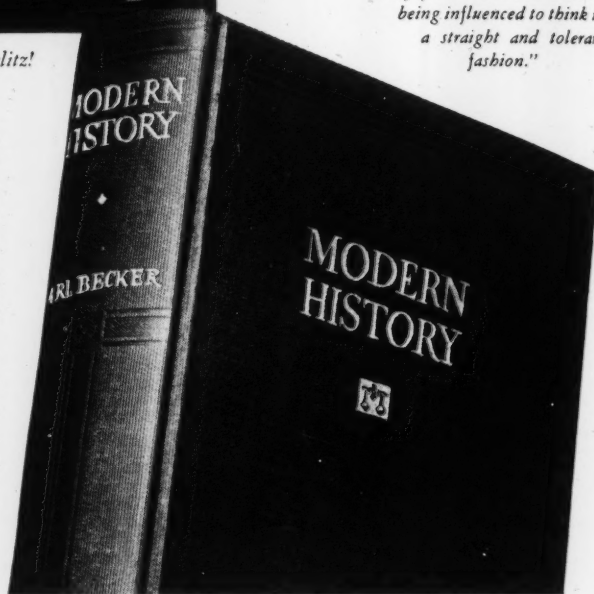
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